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Skills development training and its impact on employee self-image: A case study of employee responses to training in the wholesale and retail sector in the Western Cape.

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A minor dissertation submitted in partial fulfilment of the requirements for the award of the degree of Master of Education

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Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature: Signed by candidate Date: 13 February 2006

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Abstract

The aim of this study was to determine what impact training, undertaken in terms of the Skills Development Act in South Africa, has on trainees. Particular attention was paid to the way in which trainees interpreted changes to their self-image, confidence and sense of self-worth. A case study approach was used to obtain information about experiences of four research participants. The study data were gathered by means of qualitative open-ended and biographical interviews.

The key findings of the study included: the importance of an adult learning environment; language and socio-cultural context; second-chance learning and lifelong learning principles; and the development of self-efficacy, self-esteem and self concept. Furthermore, there appeared to be unintended consequences for adult learners who engage in this type of training. Those consequences related to personal growth and self-awareness issues and were seen by the participants as benefits of the training.

Drawing on theories from both education and psychology, with particular reference to Bourdieu (1977, 1991) and his concepts of habitus, field and capital, the study concluded that the experiences of the research participants were intimately bound to their educational and social backgrounds, which affected their perception of and degree of change and personal growth.

In conclusion, this study has shown how this type of educational intervention has enabled four adult employees to embrace the concept of lifelong learning.

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Acronyms and codes

COSATU	Congress of South African Trade Unions
DoE	Department of Education
DoL	Department of Labour
FET	Further education and training
GEAR	Growth, Employment and Redistribution
IESSA	Illumination Engineering Society of South Africa.
ISDF	Independent skills development facilitator
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NTB	National Training Board
NTSI	National Training Strategy Initiative
NVQ	National Vocational Qualifications
OECD	Organisation for Economic Co-Operation and Development
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SDLA	Skills Development Levy Act
SDF	Skills development facilitator
SDS	Skills development strategy
SETA	Sector education and training authority
SMMEs	Small medium and micro enterprises
UNESCO	United Nations Educational, Scientific, and Cultural Organization
W&RSETA	Wholesale and Retail Sector Education and Training Authority
WSP	Workplace skills plan

(…)	indicates omitted text in a quote in order to condense the transcript to relevant points

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CHAPTER ONE

Introduction

Skills development training and its impact on employee self-image: a case study of employee responses to training in the Wholesale and Retail sector in the Western Cape.

1. Research questions/problems

How did the experience of workplace training undertaken in terms of the Skills Development Act in South Africa impact on adult participants' self-image in this case study? What were their perceptions of their experiences of receiving workplace training? How has this training experience impacted on their confidence and sense of self-worth? Did this adult learning give support to or contradict the current theoretical notions of what lifelong learning can deliver?

2. Argument

Four adults, entrenched in a working environment, came into a learning environment. Their experiences of this learning are the focus of this case study. They arrived with unique ideas and expectations of the benefits and drawbacks that they would experience during this process, generated by their individual worlds and frames of reference. They entered the learning environment wearing many different hats under which a magnitude of adult roles resided. (eg. mother/father/sister/brother/son/daughter/employee/breadwinner/friend/ colleague and/or other roles). This multi-faceted adult learner would never be able to be only an adult learner whilst studying. Her[1] other hats were part of her persona and this complexity could lead to contradictory feelings and experiences during the training course. I will argue that what happened to the course participants when faced with these experiences generated consequences that were not part of the original curriculum design or the intentions of the various parties involved in the training process. I will suggest that major benefits derived from the training process included changes to individual participant's self-image, self-

[1] I use the pronouns 'her' and 'she' generically in this study to refer to both males and females.

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confidence and attitude to her own abilities that could not have been developed or harnessed without exposure to this training opportunity. I argue that these are unexpected consequences that resulted from individuals being in a training environment and achieving success on the course. The research participant's acknowledgement of these unintended benefits will appear to have impacted on her sense of self-worth. These consequences are a compelling factor in an argument for the continued delivery of these adult learning opportunities. Based on interviews with the four adult participants who attended the same training course, I will argue, that the re-organisation of self[2] through attending the course had a positive effect on them independent of the course objectives.

3. Background/rationale

3.1 The choice of question

My research focus grew out of workplace practice that I have personally experienced in my work as an Independent Skills Development Facilitator[3] (ISDF) with the Wholesale and Retail Sector Education and Training Authority (W&RSETA). Employees who had attended training courses offered by the W&RSETA through the skills development levy funding and then returned to work showed a change in demeanour. They appeared to sit a bit taller, speak more confidently, show more interest in me and those around them, and have a distinctly more positive attitude towards themselves. The courses that the employees attended were designed for skill acquisition[4] in terms of job performance and ability, and yet I saw something else. I saw a change in attitude, confidence and behaviour in the employees who had participated in the skills development training projects. I put this down to good training and a top notch opportunity for these learners. I wondered if these employees' altered states were the result of social capital that they had acquired by successfully attending the course with or without actual knowledge gained from the curriculum content.

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[2] Self: a myriad of definitions exist but usually incorporate a reference to the body, social identity and the self as an active agent involved in making decisions (Baumeister, in Tesser, 1995, 52).

[3] I was employed by the W&RSETA as an Independent Skills Development Facilitator in the first round of appointments (2000) and have been involved in the planning and implementing of Workplace Skills Plans for over a hundred Companies since then.

[4] Skill acquisition describes the gradual, and somewhat haphazard, process by which people learn new abilities (Cavanaugh, 1997, 159).

When the time to write this thesis arose, I saw a chance to conduct a qualitative study focusing on learners at ground level that would allow me to investigate what happened to the employees who attended courses. Are the objectives of the course realised or is the training experience producing different results? Of interest to me was the question of the changes in self confidence and self-esteem that I saw in the employees and what factors had influenced these changes.

The specific training course I used for my research was a *Selling Goods and Services Course* funded by the W&RSETA (see Appendix A for the course plan) and mobilised through leading Further Education and Training (FET) Institutions in the country. Employees were selected by their organisations to attend the training course and attended classes after working hours twice a week for a duration of 16 weeks, with additional time allowed for preparation and submission of a portfolio of evidence. The course is an adult learning course that is accredited within the National Qualifications Framework (NQF)[5] qualification system.

3.2 The choices of SETA, workplace and training course for this study

My decision to focus on a course offered by the W&RSETA was made as a result of my affiliation with the W&RSETA and the access it allowed me to their workplaces and learners. In addition, the Managers who authorised my involvement with a W&RSETA project knew me and I, therefore, met with no resistance regarding the nature and intentions of my study, nor with access to the research sites.

Sunshine Lighting (Pty) Ltd[6], the workplace selected for this study, is a wholesale lighting distributor registered with the W&RSETA and based in a suburb of Cape Town. It was selected through discussions with the W&RSETA Training Manager of the Small, Medium and Micro Enterprises (SMME)[7] Training Project and the Training Provider, a local FET College

[5] National Qualifications Framework: The system of levels and learning areas used to organise all national qualifications and standards and covers all recognised education and training in the country (Department of Labour (DoL), 2001c, 53). A full description of the NQF follows on page 14 of this paper.

[6] Sunshine Lighting (Pty) Ltd is not the real name of the company selected. The name of the workplace, as well as the names of persons used in this study are pseudonyms, to protect the confidentiality of my participants.

[7] SMME: Small Medium and Micro Enterprise (a full discussion of SMMEs is on page 16 of this paper).

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based in Tygerberg. Its selection was advantageous because a course was running at that time, enabling me to observe the research participants in the training setting, and the workplace had four learners attending the course which allowed a sufficient degree of scope for the study. The employees, referred to in this paper as research participants, were older students aged between 22 and 30 years.

The training course selected was titled "Selling Goods and Services", a W&RSETA SMME Project implemented in July 2004 and completed in June 2005 (Appendix A). It provided free NQF level 4-aligned training[8] to registered SMMEs within the W&RSETA. These training courses were developed to address training needs identified from research conducted by the wholesale and retail sector. They provided SMMEs with access to training, funded by the W&RSETA, in order to develop the skills base within the SMME sector and meet the targets set by the National Skills Development Strategy (NSDS)[9] (DOL, 2001b).

3.3 Existing research supporting my question

The W&RSETAs annual report 2004/5 reported success in as many as 11 independent projects, many of which focused on training and skills development[10]. The Selling Goods and Services Training course was part of the SMME[11] Project and was one of these reported successes (Department of Labour (DoL), 2004). That project's objective was to sponsor NQF aligned training for both employees and employers in as many as 2500 SMMEs. Through their own research initiatives, the W&RSETA acknowledged that this project faced various challenges, including the "unsuitability of training" and the "lack of clarity regarding certification" (DoL, 2004, 33). Both these challenges were experienced by some of the participants in this study.

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[8] NQF level 4: this level represents Grade 12/Std10/N3/Form 5/NTCIII equivalents (see my further discussion of the NQF in chapter two).

[9] NSDS: A strategy listing priorities set by the Department of Labour and the National Skills Authority for "providing skills for productive citizenship for all" (DoL, 2001b, 5).

[10] Skills Development incorporated both general and specific skills. General skills were broken down into "fundamental" skills like language and mathematics which provided the basis for further and lifelong learning. "Critical cross-field outcomes" covered a variety of abilities including problem solving, team work and communication. Specific skills were those skills needed to perform a particular job or work in a particular economic sector eg computers; farming, banking etc (DoL, 2001c, 26).

[11] W&RSETA Projects Office – Current and Implemented Projects Report, attached as Appendix B.

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Weil (1993) conducted a multi-site qualitative study in the United Kingdom on the perspectives of adults who returned to some form of additional education. She was interested in finding out what impact the learners' prior educational knowledge had on their expectations and experiences of returning to the learning context. Her study was similar to mine in some respects. I used a similar methodology, including in-depth individual interviews, observation of the research participants and discussions. In her study, she too studied learners who had left the formal education system early, some with little or no actual academic qualifications. The difference between her study and this one is the multi-level workplace context of her study and the fact that her subjects were engaged in several longer-term educational courses such as a diploma, under-graduate or post-graduate degree. In this study, all the research participants were engaged in the same short course.

Weil's (1993) findings and analysis that were relevant to this study included her concept of *learner disjunction,* which she explained as a learner feeling at odds with herself, usually as a result of past and/or present influences and experiences. Findings showed that some learners entered the learning environment with feelings of confusion, alienation, frustration and even anger that affected both their personal and social identities during the learning process. The concept of *disjunction* was seen by Dewey (1938) and Jarvis (1987) as providing fertile ground for research of education, or what they term miseducation, and referred to both past and present circumstances that affected the learners' current educational situation and retarded their development of self.

Weil's (1993) findings also mentioned learners' self-worth and its influencing factors, including what the learners thought and felt about learning given their previous and actual experiences. This self-worth was further influenced by self-concept and self-esteem as well as the support structures that the learner could draw on during the actual training time. The relationships between themselves and significant others (teachers, colleagues, spouses etc.) were important, as well as feeling acknowledged, respected and validated by the teacher. Finally, Weil (1993) claimed that the level of academic and intellectual language used in the classroom could act as a possible barrier to a successful experience by the learner, who was not able to identify with the language being used. This claim was particularly relevant in the South African context, where a large majority of learners' past learning was constructed

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under the apartheid education system, which advantaged some and disadvantaged others. As a result of being subjected to a disadvantaged system, many of the adult learners on SETA training programmes have relatively low levels of formal education, often with very little exposure to academic discourse. In addition, the language used in the classroom (English) is not the first language of many, which further prejudices the learning for them. Taking on the language of academia is often a major hurdle for second-language-English-speaking adult learners.

This study intends to add to current research that has focused on the internal processes of adult development. Viewed sociologically, I have looked at the process where individuals acquired new forms of cultural capital through education and the effect this has had on their sense of self. I have not intended to make generalisations from my data but have rather presented a portrayal of the experiences of the individual research participants. I attempted to extract the perceived value gained by the research participants from the learning intervention.

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4. Outline

This chapter has outlined the research question of this paper as well as presenting the rationale and background for its selection. I explained the choice of the research question and referred to related research around this subject. Finally, I explained how the various choices regarding the participants in the study were made. The research is presented over another four chapters in the following manner:

Chapter two is presented over two sections, with section one containing a detailed examination of the conceptual framework which I draw on to carry out the study. In overview, this part of chapter two will focus on skills development and the educational context in South Africa, current literature and theories from adult education, learning theory and social psychology about the specific needs and complexities of adult learners. Section two describes the research methodology and methods of data collection used in conducting the study, and explains the data analysis used, covering issues such as access and documentary evidence. Finally, issues of validity, research ethics and bias are addressed.

Chapter three presents the first two data analysis sections that discuss the findings of the research. The two sections interpret the interview and observation data collected from the research participants and examine the nuances of their individual experiences and backgrounds. It mentions the activities and actions that provided the platform for change in the classroom. The data is analysed in relation to current discourses of adult learning, especially Bourdieu's notions of habitus, field and capital.

Chapter four continues the data analysis, focusing on the reflections of the participants as they look back at their experiences of the course and what happened within the classroom. It focuses on what changes the participants perceived as regards their cultural and social capitals and how, if at all, their sense of self had been altered. In addition, chapter four presents concluding comments with regard to the analysis covered in chapters three and four.

Chapter five summarises the main findings of the paper and comments on the implications of these findings for the W&RSETA and adult learners.

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CHAPTER TWO

Conceptual and methodological resources

1. Developing a conceptual framework

1.1 Introduction

I began this study by posing the question: How has the experience of workplace training undertaken in terms of the Skills Development Act in South Africa impacted on adults' self-image? I set out to examine the experiences and perceptions of the selected research participants on the training course as they impacted on their self confidence and sense of self-worth. I developed a conceptual framework, drawing on a range of theoretical and research work, to assist in answering the question, in relation to my research data. Theoretical material for this framework was drawn primarily from the fields of adult education and social psychology with reference to recent debates on learning from these fields.

1.2 The adult educational context in South Africa

Adult educators generally see learning as a process that is central to human behaviour. This study was situated in learning orientations termed by Merriam and Caffarella (1991, 138) as behaviourist (skill development and training), humanistic (self-actualisation, andragogy and self-directed learning) and social (interaction with environment, new roles, behaviour and locus of control)[12].

Research has previously been conducted with regard to the qualitative experiences of adult learners. In the 1950s Houle (1961) investigated adults who were identified as "continuing learners". He attempted to uncover why adults engaged in continuing education, looking at their individual characteristics and conceptions about the purposes and values of continuing education for themselves. Houle did in-depth interviews with 22 adults involved in

[12] See Appendix E for details of these learning orientations.

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continuing learning and researched their history of learning and what factors led them to this current learning site. He was interested in the motivation of learners, and his research showed "pleasure and self-esteem as critical elements" (Houle, 1961, 16).

Houle's (1961, 13) analysis identified that there were three types of learners: "Goal-orientated learners; activity-orientated learners and learning-orientated learners", although he represented them as three overlapping circles and not purely independent types. I have used Houle's categories of learners to differentiate the research participants in this study in chapter three.

Houle's (1961) work was drawn on by Tough (1971) who was interested in finding out what motivated adults to join a learning project. He presented the relationships between benefits and motivation for learners which revealed a great deal about learners' development of self-esteem. In particular, he showed how some benefits were immediate and others had long-term effects, that carried the learners forward to new and more enriching educational projects. He showed how an adult learner moved through several phases during a learning process, starting with the adult making the decision to actually begin learning again. In this study, there are aspects of Tough's findings in all the research participants' comments about themselves and the course, which will be detailed and discussed in chapters three and four.

A number of key debates that emerge from the literature, in response to my own concerns in my study, centre around issues that have relevance for this paper. These include the call for skill acquisition on the part of adult workers (Department of Education (DoE), 1998; DoL, 2001; W&RSETA); the importance of self-efficacy, self-esteem and self-concept for a learning adult (Rogers, 1961; Gee *et* al, 1996); how language and cultural dynamics influences social processes and learning experiences (Shotter, 1989; Usher *et al*, 1997); the role of motivation and personal dispositions in adult's attitudes to learning (Maslow, 1970); andragogy vs pedagogy principles (Knowles, 1975) and their impact on the adult learner's experience (Dewey, 1963; Jarvis, 1987); second chance and lifelong learning principles (Weil, 1993; Thorpe *et al* 1993); the importance of the learning environment in effecting

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change in the adult learner (Dewey, 1963; Knowles, 1984); and the notion of social reproduction developed by Bourdieu with reference to how habitus, field and capital impact on adult learning (Bourdieu, 1977, 1991).

My question was how the debates mentioned above were helpful in explaining the self-and-attitude changes suggested by the research participants in this study. I, therefore, explored the various debates and their relevance to this study, as well as provided a background to the economic and strategic perspectives of the emergence of the South African Skills Development Strategy in which the training course was embedded.

Before examining questions of personal development and self-worth drawing from the social psychology of learning, I thought it was imperative to consider the learning environment and how prior experience of education played a role in each of the research participants' lives. There have been significant changes and recent adjustments to the South African education system which have changed the learning experience for current learners, compared to their earlier experiences.

The research participants in this study were all adults who attended school in the 1980s and 1990s. During these decades, South Africa was still under apartheid rule and formal education was racially divided with huge disparities in terms of quality and accessibility. During the early 1990's there was historic political change which signalled "the beginning of a new relationship between labour, capital and the state" (Cooper, 1996, 9) based on democratic governance with inclusivity within a new constitution. The first democratically elected government took office in 1994, followed by the emergence of educational strategies and policies to correct the educational imbalances of the apartheid education system. This included the creation and legislation of the NSDS, NQF and SAQA[13] (for example) over the next few years.

[13] SAQA: South African Qualifications Authority "The body which is mainly responsible for the National Qualifications Framework" (DoL, 2001c, 16-23).

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Ireland (1996, 130) reflected that education is subject to "social, economic, cultural, political and technological contexts" or the historical context of which it is a part. Pre-1994, South African education was primarily a political instrument, whereas the past decade has seen what Ireland referred to as a "renewed recognition of the importance of the contents of the educational process". What follows is an outline of the past-and-current-education background that framed this study. I explored how these changes have assisted in making adult learning and skills acquisition a reality for previously disadvantaged learners in the South African system.

The NQF, in particular, was a mechanism intended to integrate education and training through registration of national qualifications and outcomes-based unit standards. Harris (1997, 15) called the NQF discourse "the new national educational discourse", with its objective to create an inclusive educational framework that was accessible to all, and which accredited non-formalised learning; for example, the recognition of prior learning of workers through experience or on-the-job training. She saw "the objectives that underpin the NQF (as embodying) the long fought for freedoms of generations of oppressed and disenfranchised people" (Harris, 1997, 14).

Apartheid government-provided schooling in the 1980s had a policy of separate development for the four major race groups[14]. Education for African, Coloured and Indian learners were controlled by the Departments of Bantu Education, Coloured Relations, and Indian Affairs respectively. White learners' education was controlled by the provinces in which the learners' resided. This meant that schools were divided along racial, class and language lines, with learners' receiving varied standards and funding for education depending on their racial group. This overview of the education system during a large part of the research participants' schooling was given to provide an understanding of the type of learning they were exposed to. As the educational perspective was situated in the much larger context of the South African and global economies, the former will now be further examined.

[14] Race Groups are referred to here as defined in terms of the Population Registration Act, No 30 of 1950.

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1.3 Skills development: Global and local perspectives

1.3.1 A question of 'skill'

A concern with *skill* was identified internationally in the later decades of the twentieth century, and featured as a focus in economic, political, educative, social, business and personal discourses. Examination of what was meant by the word 'skill' showed a dualism with skill either being equated with competency and task completion, or being seen as being placed within human culture where "skills are a part of culture – transmitted by learning" (Ainley, 1993, 13). In other words skill was seen as an operation or task performance but also having social properties that were culture-based and subject to change – "like a language, human skills are modified in use; they can be extended and developed or become ossified and die" (Ainley, 1993, 13). The questions of how individual skills are acquired through socialisation processes is addressed by Bourdieu's (1977, 1991) concept of habitus which I discuss later in this chapter.

For the purposes of this paper, the definitions above offer an explanation of skill considered from an individualistic perspective. However, the collective nature of skill expertise is another dimension of skill that has relevance (Gee, Hull and Lankshear, 1996) but is beyond the scope of this paper. The remaining discussion will focus on how skills development fits into the global and local contexts pertinent to this paper.

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1.3.2 The national skills development strategy

> Adult learning is equated with "training", moreover a training defined as the acquisition of pre-defined skills and competences and the development of certain kinds of attitudes defined in relation to the current "needs" of the economy (...) facts that entail the need for constant change and adaptation on the part of individual adults. (Usher *et al*, 1997, 80)

The above quote suggested that educational and economic concerns have become intrinsically bound together. This global phenomenon was recognised and responded to by

government in South Africa and the Department of Education added its voice to the urgency of redress:

> The reconstruction and development of our nation after decades of colonial and apartheid rule place many new and urgent requirements on our national education and training system. These include redress of past discriminatory practices, the nurturing of a responsible citizenship grounded in our democratic Constitution and the development of the knowledge and skills base of the economy and society.
>
> (DoE, 1998, 21)

Current South African economic realities relating to global change have given South African policy-makers the challenge of focusing on the work force and skills base so as to become competitively positioned in the global market. According to the World Competitiveness Yearbook 2000, as quoted in the Department of Labour's NSDS document, "South Africa is ranked at the bottom of a league of forty-seven countries for economic literacy, its education system, unemployment, skilled labour, and the availability of information technology skills" (DoL, 2001b, 7). In order to combat this low rating, the Minister of Labour formulated and developed the NSDS in January 2001 in discussion and collaboration with the National Skills Authority (NSA)[15]. The National Skills Authority is made up of representatives from organised labour, business, the community, government, education and training providers, experts on employment services and SAQA[16] (DoL, 2001c). The purpose of the NSDS as a policy intervention was to address economic concerns, promote equity in skills development and develop a culture of lifelong learning (DoL, 2001a). The NSDS objectives are based on the policies and recommendations of the Government's Growth, Employment and Redistribution (GEAR) strategy, formulated in 1996.[17]

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[15] NSA: The National Skills Authority was established in terms of the Skills Development Act of 1998.

[16] SAQA – South African Qualifications Authority (1995) was established by the South African Qualifications Authority Act of 1995. SAQA is responsible for establishing and implementing the NQF. using the regulations of the National Standards Bodies Regulations (1998) and the Education and Training Quality Assurance Bodies Regulations (1998) (DoL, 2001d, 2).

[17] "GEAR echoed and expanded upon policy recommendations proposed by the World Bank in 1994 that South Africa should: (1) encourage rapid growth in skilled labour, particularly by upgrading semi-skilled and unskilled labour" (DoL, 2001a, 10).

Before South Africa's NSDS was established, a series of laws and acts paved the way for its implementation. In April 1994, the National Training Strategy Initiative (NTSI) was released by a consortium of representatives from the Congress of South African Trade Unions (COSATU) and the existing National Training Board (NTB). The NTSI fronted the emergence of three crucial laws for South Africa:

- The South African Qualifications Authority Act (Act 58 of 1995)
- The Skills Development Act (Act 97 of 1998)[18]
- The Skills Development Levies Act (Act 9 of 1999)[19]

(DoL, 2001c, 12)

The SETA aimed to develop and implement Sector Skills Plans; promote and establish learnerships (creating employment); allocate monies to Companies for discretionary training grants and to work with the Departments of Labour and Education to support the SDA and Policy (DoL, 2001c). Central to the NSDS/NQF process was the Skills Development Facilitator (SDF)[20] primarily responsible for compiling workplace skills plans (WSPs)[21]. These plans were submitted to the SETA and used to compile sectoral skills plans. Finally, the drafting and revising of the NSDS took place under the auspices of the Department of Labour.

The NQF is made up of eight levels of learning each containing different qualifications within a set framework. Qualifications are allocated on an exit level or outcomes-based achievement. The NQF covers the full range of possible learning and career paths, enabling qualifications to be obtained by recognition of prior learning, formal education/ training as well as lifelong learning. Each NQF level is made up of credits containing national standards

[18] The Skills Development Act (SDA) "encourages partnerships between government, employers, workers, education and training providers and communities" (DoL, 2001b, 7) and oversees the establishment of *Sectoral Education and Training Authorities (SETAs)* who are required to implement the skills development strategy in their economic sectors.

[19] The Skills Development Levies Act makes provision for the payment of levies and claiming of grants by employers. Company levies paid to the Receiver of Revenue are disbursed to the various SETAs who may then refund up to 60% of the levy to Companies for training initiatives (DoL, 2001c).

[20] My role with the W&RSETA is that of an Independent Skills Development Facilitator (ISDF).

[21] WSP's: A set of skills priorities for a workplace based on an understanding of the work to be done.

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for each learning area. Learning is intended to be both progressive and dynamic, allowing for vertical and horizontal movement.

The following table provides an overview of this structure:

National Qualifications Framework: Department of Labour 2001

BAND	LEVEL	DESCRIPTION
GET General education and training. Foundation Phase (Grades 1-3) Sublevel 1.1 Intermediate Phase (Grades 4-6) Sublevel 1.2 Senior Phase (Grades 7-9) Sublevel 1.3	1	Qualification unknown/None/No schooling Grade 0 Grade 1/Sub A Grade 2/Sub B Grade 3/Std 1/ABET 1 Grade 4/Std 2 Grade 5/Std 3/ABET 2 Grade 6/Std 4 Grade 7/Std 5/ABET 3 Grade 8/Std 6/Form 1 Grade 9/Std 7/Form 2/ABET 4
FET Further education and training	2	Grade 10/Std 8/N1/Form 3/NTC I
	3	Grade 11/Std 9/N2/Form 4/NTC II
	4	Grade 12/Std 10/N3/Form 5/NTC III
HET Higher education and training	5	Matric and diploma/certificate/NTC IV, V, VI (diplomas and occupational certificates)
	6	First degrees/Higher diplomas
	7	Higher degrees (Honours/Master's degrees)
	8	Doctorates and further research degrees
Unknown		If you do not know at what level to peg the education or training

Source: www.saqa.co.za (South African Qualification Authority website)

Cooper (1998, 149) commented on the intentions of the NQF as proposing a system that would "integrate the historically fragmented systems of education and training and allow for one, equitable system of recognition and accreditation of learning, irrespective of where and how it takes place". The NQF and the NSDS, in summary, were intended as tools for effecting change and development in South Africa's economy and society with the goal of

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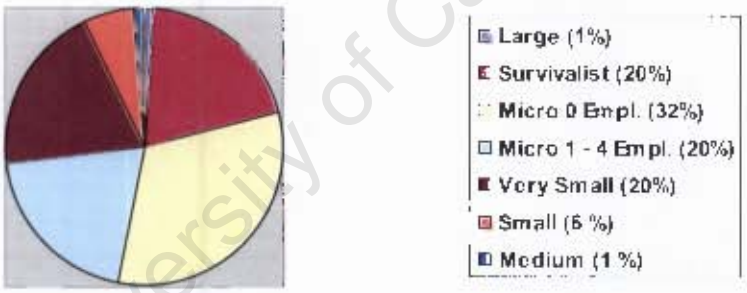
creating a skilled society that could compete on a global level. As Knowles (1970, 32) commented, "every society has used adult-education processes to continue the development of the kind of citizens visualised to be required for the maintenance and progress of that society", showing that adult education was not simply a political decision, but an educational necessity.

1.3.3 Small medium and micro enterprises

Of particular importance to this paper was the SMME sector of the South African economy as it was from this sector that the participating company was selected. The growth of small, medium and micro sized businesses (SMMEs) in South Africa has been slow, but according to the details provided below, SMMEs have a significant role to play as contributors to the country's employment and economic stability.



Distribution of Private Sector enterprises by Size 1997

NTSIKA, State of Small Business in South Africa, 1998 (NTSIKA and DTI in DoL, 2001a, 39)

This table shows the dominance of SMMEs in South Africa and how, in 1997, their combined weight constituted 79% of the total private sector market, with SMMEs continually emerging in the market. The face of SMMEs in South Africa has changed since 1994. SMMEs have emerged from a previously restricted and limited development arena, and are now enjoying priority and focus from government and the NSDS. The SETAs have

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been charged with targeting the SMMEs and supporting them in terms of skills development initiatives. SMMEs are seen as having a unique capacity to absorb labour and the SETA learnership projects are designed to optimise this capacity (DoL, 2001a). Many SMMEs, who accepted that their employees need training, were not able to afford outsourced accredited training or to have their employees absent from work. The provision of free training to these companies has allowed more participation and ultimately the upliftment of skills development of employees of those companies.

In conclusion, the above discussion of the emergence of skills training and education priorities in South Africa allowed an understanding of the larger context within which the skills development course of this study was placed. I will now move on to focus on constructs and debates about the learner as individual, drawing on perspectives from the fields of adult education and learning theory that were relevant to my concerns.

1.4 Concepts from social psychology of relevance to this study

Social psychology provides an understanding of social behaviour and personal development and "identifies factors that shape feelings, behaviour, and thought in social situations, influenced by a wide range of social, cognitive, environmental, cultural and biological factors" (Baron and Byrne, 1994, 13). Several aspects of this perspective are important, particularly when placed alongside the work of Bourdieu (1977) which features later in this section. What follows are brief definitions of key terms within social psychology, that will provide clarity to the reader and consistency in the interpretation of this study. I will focus on ideas about the individual's sense of self and how this is evidenced in their lives, together with the notions of self-concept, self-esteem and self-efficacy as they relate to individual growth and development.

1.4.1 The self: Multiple components

Gee *et al* (1996) wrote about how an individual needs a core sense of self in order to integrate and succeed in her life. The individual's family, education and background acculturate her into her world or show her options of worlds she might want to enter. This

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concept runs parallel to Bourdieu's (1977) concept of habitus, which he described as largely a product of family and schooling. Gee *et al* (1996) asked the question as to what an individual was prepared to give up (in one world) in order to embrace another under conditions of learning. This concept of movement between worlds will feature in the data analysis section where evidence is shown of the research participants in this study moving from one world to another.

Various authors have related opinions on how the self is viewed. For example, Allport (1961, 134) said one's "sense of an identity and of self-worth lead to an image of one's attributes and an evaluation of them". Rogers (1961) referred to self, self-structure and self concept as a person's perception of himself. McAdams, quoted in Cavanaugh (1997, 296), believed that change in self identity over a person's life was strongly influenced by culture and each person's goal in life was to be integrated into her own sociocultural context. Whitbourne, quoted in Cavanaugh (1997, 298), described an adult's identity formation as a "life-span construct, the person's unified sense of past, present and future", where the process of adult identity development was based on balancing experience and identity. These aspects all helped me to develop an understanding of the changing role or image of an adult person to that of an adult learner, complete with the cultural and social implications associated with that change.

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1.4.2 Self-concept

Self-concept includes aspects such as self-image, self-esteem and self-acceptance. It is a complex and dynamic process that operates within an individual and is influenced by cognitive, emotional and evaluative aspects throughout an individual's life. A self-concept can be positive, negative or both in different areas of a person's life (Allport, 1961). Both Knowles (1970) and Maslow (1970) referred to self-concept as being an integral component as regards adults achieving their full potential. Knowles (1970, 23-4) also cited the "prevention of obsolescence" and the "need to mature" as adult goals. Prevention of obsolescence refers to an adult's need to remain needed and viable in the modern world of work and play. Change is often perceived as threatening and unpredictable and many adults fear that they will become invisible or obsolete unless the positive benefits from that change

are seen at the start. The need to mature covers a range of "dimensions of maturation" that epitomises growth in the adult on a continuous learning path (Knowles, 1970, 25). Two of these dimensions were of particular relevance to this study. Growth from *self-rejection towards self-acceptance,* when the adult learner could accept herself as a person of worth; and from *amorphous self-identity towards integrated self-identity,* when the adult learner could confidently know herself.

Adults are seen from this perspective as simultaneously inhabiting different worlds which have various congruent and incongruent roles, all of which come with their own patterns of behaviour and associated attitudes. Adult learners bring these different roles with them into the classroom - it is impossible for a mother to suddenly not be a mother simply because she is in a learning environment, and this factor makes every adult learner's environment unique and significant. This was echoed by Knox (1979, 59) who said "education and development implies helping people adapt to changing adult roles (and) continuing education participation might facilitate adaptation and growth related to each role area". The awareness of these different roles in the learner was relevant for this study's data analysis, in so far as they showed the origin of motivation to learn in specific circumstances. Following on from this understanding of self-concept was a person's opinion of herself, her ability and character, referred to as self-esteem.

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1.4.3 Self-esteem

Knowles (1970) believed that the deepest human need was for self-esteem and that the more a person identified goals and aspirations, the higher the motivation to learn would be. A high self-esteem seemed to be a critical characteristic of people who attained self-actualization.[22] A positive view of self was "critical for effective behaviour and in reaching goals, as the self is the centre of a person's existence wherein their entire frame of reference is contained" (Combs *et al* 1971, 144). Self-esteem could be viewed as the current perception of self, minus how a person believed she should be.

[22] Maslow's (1970, 46) hierarchy of needs lists self-actualisation as being "the highest pinnacle of achievement and the ultimate goal of an optimally developed person".

Goethe, quoted in Wlodkowski (1993, 89), believed that sometimes a learner would exhibit a poor self-esteem which was shown through a negative attitude towards herself and her abilities (as opposed to the course or instructor), and this affected her motivation to learn. Adults tended to "internalise failure and attribute it at least partly to themselves" (Thorpe *et al*, 1993, 102). Usher *et al* (1997, 94) referred to this as "negative imagery" where "the learning process is full of blockages and barriers, things which impede or hold back the self-as-learner from attaining various ends (...) all varieties of negative and feared 'otherness' which have to be overcome". These obstacles became barriers to learning with the learners' inner voice saying, for example, 'afraid I can't keep up'. Cross (1981, 98) called these "dispositional barriers arising from a person's attitude toward self and learning".

1.4.4 Self-efficacy

The discussion above showed the dynamic relationship between self-esteem and self-concept and how each influenced the other. Another aspect of self that spoke specifically about a person's ability to succeed in a given task was self-efficacy. According to Bandura (1997, 3) self-efficacy referred to "beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments". In other words, self-efficacy explains the way people actively set goals for themselves and control and direct their own behaviour. It refers to a person's beliefs about being capable (or not capable) of doing or achieving something. Usually, the more success a person achieved in life, the higher the sense of self-efficacy was, and vice versa.

Along similar lines, Wlodkowski (1993, 89) stated that "self-concept is positively related to academic achievement – the higher the self-concept, the better the odds that a person will do well on academic tasks and vice versa". His findings showed that a learner could feel strong in one area of involvement and low in confidence in another and a learner who appeared hostile or unparticipatory may in fact be feeling scared and insecure about not achieving the learning requirements. This intrinsic self-concept is an important part of adult learning and its recognition is critical if change is to be effected in the learner accompanied by some measure of personal growth, which Rogers (1969) suggested was the goal of education.

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The concepts of self-concept, self-esteem and self-efficacy referred primarily to intrinsic components of the self. Another, more external aspect of self, was seen in relation to language and the voice of culture which will be discussed in more detail below.

1.4.5 Language and the voice of culture

Shotter (1989) introduced another aspect to why adult learners may have different representations of their *selves,* suggesting that the way a person thinks of herself was through narratives and language which could be called cultural texts which defined subjectivity. These cultural texts provided a set of meanings that had both an enabling and disabling function in relation to the creation of self.

From a postmodernist[23] perspective, language was what a person used to make sense of the world and to construct and adapt to it (Usher *et al*, 1997). Every person was born into a particular home that was situated in a particular culture in society. As a person grew and developed, the language and customs of that culture were learnt through socialisation, and by using communication that was appropriate and accepted by that society.

Usher *et al* (1997, 93) examined aspects of adult education from the perspective of influences and the impact on the adult self. In particular, they mentioned the "notion of autonomy" and the influence and control over self (autonomy) with its prohibiting factors, what they called "outside or 'other' to the self". This focus on the role of autonomy and "the variety of approaches which might promote the individual's autonomy" was cited by Boud and Garrick (1999, 221) as being "at the heart of the main traditions in adult learning".

Research on the identity of learners "who feel alienated by the learning environment of educational institutions, and who survive by drawing on a variety of personal resources and relationships", showed how the innate thoughts and feelings of the learners and their self-concept were an essential part of the learning process (Thorpe *et al*, 1993, 10). Rogers (1961) argued that besides the strong need to actualise, a person had a need for positive

[23] Postmodernism "challenges the powerful and virtually taken-for-granted view that there is a determinate world which can be definitively known and explained (...) and is a product of certain kinds of social, historically located practices" (Usher *et al*, 1997, 203).

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regard by others and positive self-regard. This included approval, appreciation, esteem and respect from others and from oneself – the things that adults hanker after as they behave and function in society.

1.4.6 Conclusion

The literature previewed here showed how the essence of self is embedded within a person's biography – past, present and future. From the time of birth, through childhood, adolescence and onto adulthood, each person experiences a wide range of social interactions. That is how self-identity and self-concept are formed. It is with this understanding, that I examined each of the research participants' educational experiences, and explored how varied and complex each of these could be. These explanations serve as a framework upon which I will draw in the data analysis section of this paper.

My personal point of view is that the factors that make up a person's sense of self have become far more complicated and complex than ever before. Individuals need to react not only to changes in skill demands, but to expectations and opinions of society and the cultural environment in which they live. The multi-faceted nature of individual roles creates conflict and stress within that person, but also suggests avenues of opportunities that are seemingly limitless to the adventurous and committed self.

Having explored the environmental, cultural and psychological impacts on a learner, I need to also take into consideration the needs and complexities of each learner.

1.5 Adult learners' needs and complexities

Learners entering a training situation have a variety of expectations and motivations, which vary from the hope of gaining new knowledge in order to add value to their lives, to pleasing their boss so that their job remains secure, to acquiring new skills in order to seek other employment or simply to say 'I've done it! I've passed a course'. Knowles (1970, 83) claimed that the need for "recognition by others, to feel worthy, to be admired and respected as *somebody*" is a strong motivator for the adult learner. Adult learners enter the learning

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arena with a strong frame of reference developed from their histories, past learning and working environments and their current employment positions. In addition, they bring their own unique personalities, motivations, objectives, dreams, fears and abilities into the classroom. Lorge *et al* (1963) came up with a long list of incentives for adult learning which included, amongst others, pride of accomplishment, self-confidence, personal prestige, receiving praise from others, improving generally and lastly, emulating the admirable. Several of these incentives will feature in the motivations suggested by the participants in this study, as I discuss them in chapter four.

In analysing the data obtained through interviews with the course research participants, both tacit/intrinsic and acquired knowledge emerged. I should stress that I was focusing more on the context than on the content of knowledge. The focus, therefore, was on the research participants' accounts of the experiences they had within their learning environment. My discussion now turns to the specific concept of andragogy and the intervention of second chance learning as a front runner to lifelong learning.

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1.5.1 Andragogy not pedagogy[24]

The mid 1960s to the 1990s saw the emergence of a new way of thinking about learning, and in particular adult learning, through the work of theorists such as Knowles (1970, 1990); Freire (1970); Tough (1971); Cross (1981) and Wlodkowski (1993). Knowles (1984, 9) coined the phrase *andragogy* to conceptualise the uniqueness of adult learning, based on the "concept of the learner; the role of the learner's experience and their readiness, orientation and motivation to learn".

The impact of the term andragogy was that it signalled a new approach to learning that was better suited to adult needs and values. Thorpe *et al* (1993) commented that the emergence of andragogy raised awareness of the uniqueness and special needs of the adult learner, evidenced in the type of skills strategies put forward by policy makers. However, an important criticism was made that andragogy focused on the individual, and tended to ignore

[24] Pedagogy means "the art and science of teaching children" (Knowles, 1984, 6).

the "politics of positionality (power relations, race, class, gender and ethnicity) and their influences on the teaching and learning dynamics in the classroom" (Alfred, 2000, 9). This criticism had particular relevance to the learning contexts in South Africa where simply applying a universal model such as andragogy, on the assumption that one size fits all, did not take into account the specific racial historical barriers that many of the current adult learners had experienced in the past.

In the classroom of this study the style of teaching was relevant in so far as how it was perceived and experienced by the research participants. Dewey (1938) highlighted differences in styles of education and the importance of the quality of the learners' experience within the classroom. Freire (1970, 59) drew the distinction between a type of learning where "the teacher teaches and the students are taught" and one where "the knowledge (education) produced was developed between teacher and students, in relation to a lived reality". Similarly, the concept of andragogy was intended to give learners ownership of their individual learning experiences. However, although adult education texts stipulated that adult learning principles and assumptions should be adopted and exercised in adult learning environments, this didn't always happen. In the course of this research I looked at what happened within the learning context, and how this learning style influenced the experiences of the research participants and affected their attitudes to learning.

Knowles (1984, 14) stressed the importance of resources in creating the right conditions for adult learning and the acquisition of knowledge and skills. These 'right conditions' included the adult learner feeling at ease and comfortable in the learning environment and the actual physical layout of the room being suitable and appropriate for adults, with the general ambiance being one of respect, validation and support. Adults needed to be able to express their feelings and experiences in a friendly, informal atmosphere with personal interactions between the facilitator and learner. He went so far as to say that the adult learning environment must "remove symbols of childishness, e.g. school building, the teacher standing and learners sitting (power levels), small chairs and tables that don't fit adult bodies" (Knowles, 1970, 41). Merriam and Caffarella (1991, 31-33) referred to research to determine the social and educational climate of adult learning situations and its role as a

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positive factor in the growth of learners. Their findings supported Knowles's (1984) description of what resources were needed to create an educative environment.

A concern with adult learners' unique characteristics and needs, led me to explore the extent to which that learner had a sense of autonomy, without which the learning experienced might be compromised. Both Knowles (1984) and Wlodkowski (1993) highlighted the importance for the adult learner of having a choice. An adult who felt compelled to learn would lack motivation, something that Thorpe *et al* (1993) suggested was happening in our educational climate, with workplace training becoming almost a mandatory part of an employee's conditions of employment. This was particularly evident in the way the National Skills Development Strategy was implemented, with its legislated training requirements necessary for the disbursement of grants to the employer. The perception was, therefore, created that employees were being forced to attend training courses for economic, rather than educative reasons. However, as I go on to examine, adult learners who embark upon training and skills development for whatever reason might enter the learning environment as reluctant 'second-chance learners' and leave the process as 'lifelong learners', with new-found commitments to the learning process.

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1.5.2 How second-chance learning can ignite lifelong learning

1.5.2.1 Second-chance learning

Adults who have been labelled as 'failures' in the academic system in their past educational settings, often shy away from future studying because of the overwhelming fear of repeated failure. Adult educators tend to be optimistic about the potential of these previously 'failed' learners because their experience has shown them "instances where a second chance had reversed the initial verdict" (Thorpe *et al*, 1993, 102).

Knowles (1970) made an interesting and useful comment about how adult learners who re-entered the classroom often expect to be treated like children. Their previous memories of school and teaching form a barrier to their involvement in the class and even if they do

manage to walk through the door, their internal attribution[25] is so strong as to negatively impact on their ability to succeed in the learning environment. As they arrive they think "I'm no good at school work – I'm not very smart". They behave in the class as if they expect the lecturer[26] to think they are stupid and so the lecturer ends up doing just that. The opportunity offered by second-chance learning can negate the feelings of learned helplessness [27] in the adult learner. Through exposure to a new environment learners have a chance to change the way they see themselves and to understand how learning opportunities are within their control and their ability to influence events. This insight also gives them understanding of the opportunities that lifelong learning offers.

1.5.2.2 Lifelong learning

The concept of lifelong learning [28] has featured in recent education and in particular adult education literature, and has also been a central feature of policy and research documents stemming from UNESCO, the OECD[29] and the Council of Europe. In turn, these documents often placed adult development in the centre of lifelong education strategies. Lifelong learning was seen by Walters and Watters (2001, 1) as "being rooted in two traditions – one concerned with the development of human capital in the pursuit of profit; the other concerned with the promotion of social justice". This understanding made lifelong learning context-driven and strongly transformative.

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[25] Internal Attribution is the tendency to "attribute negative outcomes to internal causes such as their own characteristics, motives and intentions" (Baron and Byrne, 1994, 58).

[26] For the purposes of this paper 'lecturer'; 'teacher'; 'facilitator' and 'instructor' all refer to the person who is presenting the course of learning.

[27] Learned helplessness: when a person is "exposed to events they cannot control, they tend to give up – believe that nothing they do will matter and experience strong negative feelings eg hopelessness with sharp drops in motivation " (Baron and Byrne, 1994, 68).

[28] Lifelong learning is defined in different ways by different authors. One definition is "conscious and purposeful learning throughout each person's lifetime". There is also reference to lifelong education, conceptualised as a means of facilitating lifelong learning. The key components of this are education lasting an entire lifespan, the factors in life making it necessary (change), the personal characteristics it seeks to foster in individual people (self-directed learning, motivation etc.), and the comprehensiveness of the influences acknowledged as acting upon learning (formal, nonformal and informal) (Cropley, 1980, p4).

[29] UNESCO: United Nations Educational, Scientific, and Cultural Organization (est. 1961).
OECD: Organisation for Economic Co-Operation and Development (est. 1961).

Officially promulgated economic and educational strategies, such as those I have already discussed, have highlighted the need for the business community to become a key player in the development of skills upliftment in workplaces. Although businesses accepted the need to train employees, there were varying degrees of commitment to that end. Gee *et al* (1996, 6) put knowledge as the foremost change evident in the new globalised world and pointed out that organizations were now in the business of trying to know more than their competitors, stressing the organizations' "need for lifelong learning and the need continually to adapt, change and learn new skills". However, although business had a role to play in encouraging the promotion of lifelong learning, it was the individual who had to make the decision to acquire new forms of knowledge. Adult learners needed to be in an environment that allowed change and that provided them with opportunities for their development of self.

1.5.3 Environment and change

Knowles (1984) presented an account of how education, psychology and sociology have pooled their research and discoveries on adult learning, revealing its complexities and the advancements that have been made in the adult learning field. He kept at the forefront the premise that change in behaviour, internal transition and environmental factors were key elements affecting adult learning. In this regard, Dewey's (1963, 44) comment on continuity and change provided insight about experience and lifelong learning:

> As an individual passes from one situation to another, his (sic) world, his environment, expands or contracts. He does not find himself living in another world but in a different part or aspect of one and the same world. What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow. The process goes on as long as life and learning continue.

Dewey (1963, 51) saw education in terms of "life-experience" and demonstrated this through two principles which he called "fundamental in the constitution of experience: the principles of interaction and of continuity". The notion of continuity was expressed in terms of "growth, or growing as developing, not only physically but intellectually and morally"

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(Dewey, 1963, 36). The word *interaction* was used to "assign equal rights to both factors in experience – objective and internal conditions" (Dewey, 1963, 42). He argued that the traditional way of teaching did not place enough importance on the internal conditions of the learning experience and the need for interaction, and reminded us that this interaction always involved an individual and the environment and took place in a particular situation and time. Knowles (1984) commented that every adult brought unique experiences into the learning environment, which were inextricably bound to that person's notion of self. These experiences defined a person, their self-identity and particular life choices and how they responded to the learning context.

Simply being situated in a learning environment is a starting point for change in the adult learner, but change in itself is not enough to show development of the adult learner in terms of self-development or growth. The perception of growth, change or development is often dependent upon the starting point of the learner as she enters the learning arena and how her personality and self-concept are affected during the course. It is not clear how this change or growth should be measured. There is no yard stick by which to measure self-development of learners, nor could one state objectively what is achieved in terms of the intrinsic value to that learner. Self-development is a subjective perception, one that is influenced continually by environment, peer and support groups, and future learning encounters. As de Lauretis, in Usher *et al* (1997, 104) stated, there is always an "ongoing construction of subjectivity. The subjective engagement with discourses, practices and institutions lends significance, i.e., value, meaning and affect, to the events of the world".

In order to understand the intricacies of environment and change in relation to the needs and behaviour of the adult learner, and how the research participants in this study experienced their learning environment, I turned to the work of Bourdieu (1977), and to commentators on Bourdieu, in particular, where adult educators applied Bourdieu's concepts to encapsulate the notion of reproduction as an evolving process within which the adult learner is situated.

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1.5.4 Bourdieu and social reproduction

Through his explanations of practice[30] as a dynamic operation, Bourdieu (1977) led us to an understanding of *social reproduction*. He described social reproduction as not simply being actions that are replicated over and over again, but as an evolving sense of "variation and limitation in what is and is not possible in the behaviour, thought and physical action of people" (Grenfell and James, 1998, 12). Therefore, the environment experienced by the individual was, according to Bourdieu, the product of past practices of their lives and their predecessors, of history that "was an ongoing series of moments, and was continuously carried forward in a process of production and reproduction in the practices of everyday life" (Jenkins, 1992, 80). Bourdieu's views are relevant to this study because of his concentration on the things that make up a person's intrinsic and motivating forces and his practical approach to data analysis.

Bourdieu's (1977) concepts of *habitus, field* and *capital* were useful for analysing first hand verbal accounts of the social world being investigated in this study. They assisted analysis of the research participants in terms of their relationships and interdependence with society, and helped to explain why these changed relationships affected the research participants' feelings of self-confidence and self-worth.

Bourdieu (1977) describes habitus as a set of dispositions which incline agents to act and react in certain ways. A person's habitus refers to the dynamic whereby a person's experiences shape her outlook and sense of self, and become enmeshed as 'second-nature'. Habitus shapes how a person responds, reacts or thinks about any situation or exposure and is produced through "skilful social activity that embodied, sustained, and reproduced the social field that in turn governed this very activity" (Dreyfus and Rabinow, 1993, 37). As individuals develop and grow they acquire habitus through the processes of social and

[30] Practices are produced "in and by the encounter between the habitus and its dispositions, on the one hand, and the constraints, demands and opportunities of the social field or market to which the habitus is appropriate or within which the actor is moving, on the other" (Jenkins, 1992, 78).

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personal development within a certain field. In that way, people are able to create their own history, but the circumstances that surround this event are not of the individual's own choosing. The habitus is, therefore, seen as an "ongoing culmination of history" (Jenkins, 1992, 80), or an embodied history.

The concept of habitus shows "how practices were formed and how they worked" (Usher *et al*, 1997, 60). In this study, I use the concept of habitus and the notion of development of self to examine who the research participants are, how they were positioned in society and what this means, with regard to relationships and interactions with others. The research participants were thus seen as social agents who had "structural, generative schemes which operated by orienting social practice" (James and Bloomer, 2001, 7).

The way the habitus related to environment or social contexts was referred to by Bourdieu (1977) as *field(s)*. He saw the social context where the habitus operated as a space containing multiple components and structures that could be divided into sections or 'fields' and within which agents (individuals), institutions and the greater society operated, each with their own distinct forms of capital. No one field operated in isolation, but was part of many, intersecting fields leading to complex interactions and developed relationships. A person may feel quite at home in one type of field, but completely out of her depth in another. With this feeling comes the notion of belonging, or not-belonging to a field which affects the way a person behaves in that field and her attitude whilst in that field.

Using Bourdieu's (1977, 1991) conceptual framework as my theoretical perspective it was possible to make sense of the personal dispositions, motivations and behaviours of the research participants with reference to their backgrounds and community cultures. The learning context was where the activity took place, where the research participants and structures of the course inter-related - each embedded in a particular culture and history, interacting across the activities, and moving towards a future. One could, therefore, think of practice as being a particular 'culture' that was evidenced in that particular field. Bourdieu (1991) also mentioned the key role that language played in both establishing practice and in

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how practices operated. The habitus needed to adjust or tune in to the language of that practice and continually search for meaning-making, in a dynamic and often conflicting set of fields.

Bourdieu's (1977, 1991) notion of *capital* was also central to this paper, particularly cultural, social, linguistic and symbolic capital. He saw capital as a resource from which a person could access power, particularly when a form of capital changed or emerged, generating new power opportunities for the individual. Capital was used both as a "weapon and as a stake of struggle" in its task of generating power for the individual (Bourdieu and Wacquant, 1992, 98).

Bourdieu and Wacquant (1992, 119) suggested that cultural capital could in fact be called "informational capital" and had three forms, namely "embodied, objectified or institutionalized". Cultural and social capitals were needed in order for individuals to access certain spaces. In order to 'fit in' to the new space, individuals may have needed to acquire certain cultural capitals, without which, they may not have been able to access that space's resources. Individuals who entered a new field of learning lacking cultural capital were "destined to almost certain academic failure" (Bourdieu *et al*, 1999, 185), unless they could access that capital. The cultural capital that people had or lacked was, therefore, seen as an integral resource to their integration and success in new ventures.

Social capital was seen as the culmination of resources, both real or imagined, that an individual possessed through relationships within society. Bourdieu and Wacquant (1992) noted how influential political capital was in shaping social capital and how the power or restraints imposed by politics onto social space could effect the allocation and use of resources. This perspective has great application for the South African context where, historically, the social and educative spaces were controlled by government and political capital with resulting discrimination for certain sectors of the population. This discrimination was produced as a legacy of apartheid, the effects of which are still evident in society today. For the participants in this study, the disadvantaged education they received under the apartheid system was responsible for the limited cultural capital they believed they possessed in the present.

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The concept of linguistic capital refers to a view of language as not only a means of communication, but a way to utilise vocabulary to create categories that allow a person to "decipher and manipulate complex structures" (Bourdieu and Passeron, 1992, 73). The different types of language used, either academic, scholarly, complex or simple, act as a filter, distancing people from certain educational contexts by requiring linguistic competence, which were often covertly implied and not "expressly demanded or methodically transmitted" (Bourdieu and Passeron, 1992, 99). Symbolic capital refers to the way cultural, social and linguistic capital are viewed and perceived by an individual or group. For example, a particular neighbourhood would "symbolically consecrate its inhabitants by allowing each one to partake of the capital accumulated by the inhabitants as a whole" (Bourdieu *et al*, 1999, 129). These concepts will feature again in chapter four of this paper.

At the start of this chapter I focused on the greater global and economic context within which the field of study is embedded, and in chapter one I discussed the specific learning programme and background of this study. In addition, I have focused on the learner as an individual complete with aspects of self, such as self-confidence, self-esteem and self-efficacy, before placing her needs and complexities within the contexts of learning and change highlighted in this chapter. The final section of this chapter reviews the conceptual framework that I have developed in this chapter.

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1.6 Concluding comments: Conceptual resources

I started the development of a conceptual framework with an account of global and local perspectives on education and skills development, as well as the current and relevant legislations, strategies and acts which give effect to these influences. In particular, mention was made of the unique needs of SMME businesses, which are part of my study.

I then presented a review of studies that focused on aspects of humanistic, behavioural and social psychology, on adult education and on learning theory. In particular, I investigated the multiple aspects of the self, through the concepts of self-concept, self-esteem and self-efficacy. The issues of language and the voice of culture were outlined as regards the impact these aspects have on the life of learners. While many psychology texts contained material

relevant to this study, I still needed more information about the educative aspects of the learner. This led to a discussion of some theoretical understandings of the adult learner's needs and complexities. Next, the fundamentals of the pedagogy and andragogy debates and the issues of choice to the adult learner were outlined. I then focused on the idea of second-chance learning that encourages a habit of lifelong learning. I also mapped out the importance of environment and change opportunities with particular reference to the work of Bourdieu (1977, 1991) and his notions of habitus, field and capital.

To summarise, in this thesis I have used both psychological and educational bodies of theory to develop a framework for examining how the research participants' experiences have impacted on them. I now go on to examine methodological concerns, before presenting my analysis of data in the following chapter.

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2. Methodology

2.1 Qualitative research: Case study and biographical approach

The value of qualitative research is its focus on the "nature of the social world and how we may know it" (Seale, 1999, 3). Seale (1999) argued that qualitative research allowed researchers to use various methodologies to be constructive in their "research practice" without having to face and resolve the numerous disputes about the value and legitimacy of using this type of research. Of importance was that "qualitative researchers have choices". I chose to use the case study for my qualitative research as this type of research draws attention to what can be learned from in-depth research of a single case. Stake, quoted in Denzin and Lincoln (2000, 436), called the case study a "bounded system", complete with integrated "working parts; purpose; and a self", with various features that were within the boundaries of the system and others that were outside and represented context. Yin (1989, 23) defined a case study as "an empirical enquiry that investigates a contemporary phenomenon within its real life context; when – the boundaries between phenomenon and context are not clearly evident; and in which – multiple sources of evidence are used", emphasising the complexities of context, another essential aspect of my study.

I made the methodological decision to include a biographical approach, because my research question was linked to the participants' personal experiences and had "biographical meaning for them" (Rosenthal, 2004, 49). Using biographical interviews assumed that the participants' biographies were relevant to this study, and that in order to interpret their lives and choices of action, I needed to investigate what they experienced and the meanings they attached thereto, and in what "biographically constituted context they placed their experiences" (Rosenthal, 2004, 49). In addition, statements about the participants' pasts were analysed from the perspective of their current contexts and their envisioned futures. Using these approaches to qualitative research allowed me to focus on the participants' transformative experiences, and how they created and reproduced practices from their pasts, and the impact these had on their present and futures.

In addition to the biographical interviews, I needed to obtain answers from the participants to particular kinds of questions, which required me to record the participants accounts of their learning experiences in such as way that I would be able to get some depth of analysis. Through the interview and observation processes I observed the research participants' work and training contexts in order to gain understanding about the specifics of their experiences. The research participants were encouraged to provide perspectives of the training from their individual experiences. Only carefully selected, open-ended questions were used (Rosnow and Rosenthal, 1996).

Johansson (2001) described the mode of enquiry in qualitative research as an inductive one, where the researcher learns by striving to get an insiders' perspective on a research situation. Conducting this case study with a biographical slant, thus allowed me to interpret and investigate data gathered directly from the research participants, without having to verify the responses using a larger sample. It was the appropriate methodology for this type of study, because its focus was on gaining insight rather than proving facts. Furthermore, it allowed for the use of several data collection methods and offered the potential for generating varied and unpredictable data. Key to the success of using qualitative research was gaining access to the right participants to interview in order to generate sufficient data for analysis. What follows is a description of the manner in which the participants were selected for this study and how access to them was secured.

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2.2 Access

My case study was bounded by the context of the W&RSETA Selling Goods and Services Course and limited to the four selected research participants. Access to the research participants was initiated through the W&RSETA who then put me in touch with the human resources manager from a leading FET College. Together we selected Sunshine Lighting, where all four research participants worked, as an appropriate workplace for this study. That college and course was selected because the four research participants were attending the course there, thus enabling me to obtain comparative data in a contained study. I spoke to the Managing Director of Sunshine Lighting who supported the study and gave me full access to the employees. All four research participants had agreed to take part in the study and approved the arrangements for the interviews.

2.3 Research Methods

In order to uncover the different experiences of the research participants, I aimed to gain access to the ways that they thought and communicated, both intentionally and unintentionally. Qualitative open-ended interviews were selected as the research method, because "people do know a lot about why they do things, they are reflexive about their world, they subject their own experiences and motivations to examination" (Marsh, 1982, 12). The choices of research design and method will now be discussed.

2.3.1 Qualitative Interview

Qualitative interviews provided a way of making sense of an individual's life or, as Rapley quoted in Seale *et al* (2004, 15-16) stated, the interview "pervades and produces our contemporary cultural experiences and knowledges of authentic personal, private selves". Face-to-face dialogue allowed for perception of the "subjectivity, voice and lived experience" revealed in the interview. Rapley (2004) argued that data produced in interviews is the product of the local interaction of the speakers, and to generate data, the interviewer must focus on interacting with the interviewee. This explanation is meaningful in its references to the social aspect of interviews and the emergence of data through the

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collaboration of the speakers, which produces "accounts or versions" of the interviewee's "past and/or future actions, experiences, feelings and thoughts" (Rapley, 2004,16).

Because my intention was to extract data about the feelings and experiences of the research participants, which required latitude in the answers, I used open-ended, semi-structured qualitative interviews[31] with the pre-determined group of four research participants. Although I followed the same sequence of questions for each learner, some responses led to additional questions or negated the need to ask others. Biographically focused interviews were used to obtain the historical narrative needed to provide background for analysis of the participants' current learning experiences.

The use of semi-structured questions enabled me to combine flexibility and control, whilst responding as appropriately as possible to the interviewee. Hitchcock and Hughes (1989) mentioned that control of the interview process was sometimes ambiguous during qualitative research, due to the nature of the dialogue between interviewer and interviewee, and emphasised the need for active listening to overcome this ambiguity, a technique I used with some success. Bourdieu *et al* (1999, 609) also mentioned active and methodological listening as a means of reducing the possibility of symbolic violence[32] that could manifest in the interview relationship. They stated that this entailed "a total availability to the person being questioned and submission to the singularity of a particular life history". They suggested the interviewer may have to adopt the life-world of the interviewee, in particular the language and feelings that this person exudes, whilst staying within the constraints of the objective conditions needed for an interview activity. I adopted this approach in my interviews and used active listening to ensure that the interviewees' life histories were sympathetically interpreted. I gave feedback to the interviewees and encouraged the formulation of concrete examples and explanations for the answers they gave me. I continuously paraphrased what the interviewees were saying in order to ensure that the answers given by them were clearly understood in terms of context and content. An example of my paraphrasing was, "so what you're saying, David, is...xyz".

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[31] see appendix C for the interview schedules.

[32] Symbolic violence refers to the effect of "misrecognition" where linguistic exchanges contain the "potentiality of an act of power" Bourdieu and Wacquant (1992, 145). A type of tacit censorship that is inflicted upon people, particularly through the use of language.

I was concerned to present the data with the right balance between my own subjective perceptions and the intentions of the participants. In order to achieve this, I approached the data from a realist point of view, assuming that the interview created a window for viewing the participants' perceived realities, whilst at the same time incorporating the inextricable social and cultural aspects of their lives. This, in turn, necessitated my incorporation and accommodation of the language, cultural and contextual factors used and suggested by each participant, while I attempted to maintain as much objectivity of interpretation as possible.

2.3.2 Observation

In addition to conducting the interviews, I observed the classroom teaching context on two occasions. This allowed me to experience, in a preliminary way at least, what the research participants were exposed to, so that I could gain perspective on their perceptions of their experiences. During this observation process I sat with the learners in the class and then spoke to them at the tea break. I recorded my impressions of non-verbal communication, attitude, involvement and verbal responses from each learner as well as my impressions of the social dynamics, classroom environment, lecturer, learning context and interactions.

2.4 Data gathering

Data gathering took place during two separate observation dates of the training course. Research participants were observed and observation notes taken about the style of training, learning environment, interest and body language of the research participants and responses to the training. It needs to be noted that three of the four research participants in this study were not present during one or other of the two observations of the course, for various reasons. This in itself was interesting as a factor in the motivation, or lack thereof, of the research participants. The remaining fourth learner was present at both sessions.

On completion of the course the research participants were required to write and submit the mandatory course assignments. Once all four research participants had submitted their course assignments, I held an informal meeting with each participant in turn, which was followed by two formalised interviews, with several follow-up conversations/e-mails to deal with any queries. During the interviews I aimed to create a non-threatening atmosphere that

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would encourage the interviewees to freely and fully communicate their feelings and thoughts. During my initial meeting, I endeavoured to create a relaxed relationship with the participants. I gave them an opportunity to ask me questions that might not necessarily be covered during the formal interview, and explained the nature and details of the study.

The interviews were carried out in the same location for each learner, at the business premises of Sunshine Lighting. For one interview with one learner, a site in Claremont was selected the following day as there had been time constraints the previous day. Each interview was tape-recorded and later transcribed by myself. I used a dictaphone with a long-playing tape for minimal disruption of the interview process. Observation notes were taken at each interview and following the interviews and these were also transcribed.

The first interview focused on the research participants' perceptions of their experiences of the course, their motivations for attending the course and how they felt about what they had been through. Questions were designed to probe if they felt that they had changed as a result of going through this learning experience.

The second interview contained follow-up questions relating to the research participants' educational and work histories, as well as their thoughts on their success (or lack thereof) with the course and how they viewed themselves in relation to others. Additional questions regarding family and peer behaviours were added as well as questions aimed at gaining clarity about the school experiences of each research participant.

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2.5 Documentary evidence

Although the Selling Goods and Services course was not being evaluated in this study, I obtained a full copy of the course outline and supporting learning material to supplement my data analysis (appendix A).

2.6 Analysis of data

Merriam (1991, 119) suggested that in a qualitative study, data analysis was a "simultaneous activity" that started with the researcher's first encounter with the study and developed from these initial impressions and insights through the various acts of data collection - being driven, extended and revised continuously as the plot unfolds. The following data analysis was devised to uncover the values, attitudes, beliefs and feelings of the interviewees. The goal of the study, to determine the experiences of the research participants, allowed me to use questioning to gain insight into the thoughts and feelings of the research participants and to determine how these had influenced their personal lives. Futhermore, any patterns or relationships discovered with regard to the different kinds of data generated from the interviews was analysed.

For a case study approach, Merriam (1991, 140) divided the analysis of data into three components. First, the data was sorted into broad themes in a narrative form; from there the data was put through a process of "systematic classification" in order to develop categories or themes that "described the data, but to some extent also interpreted the data". Finally, came the beginning of inferences, speculation and theorising about the data.

I initially approached the data analysis following the same route, whereby I sorted the data and coded them in terms of broad ideas or themes. The themes I developed related to personal goals and motivations, self-concept, self-esteem and self-efficacy and learning context and environment. The themes revealed gaps in the data collected. This instigated the second round of interviews to uncover additional information about the research participants educational and workplace histories, as a result of which the initial categories were expanded to include personal awareness changes, gate keeping, view of self and others, and attitude to future learning.

"Tell me about yourself? Who are you? Give me an insight into you as a person?" I asked the participants. The answers I received reflected the self-esteem of that person. They would be conveyed in either a positive or negative light and provided a subjective evaluation of the interviewee in response to a certain kind of question. In evaluating a participant's self-

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esteem I looked at the discrepancy (if there was one) between how that person felt about herself at present and where she wanted to be or believed she should be in the future. From the data generated by this research I evaluated what happened when learners had a second-chance at learning, using an approach based on 'grounded theory'.

Grounded theory refers to the "discovery of theory from data" (Glaser and Strauss, 1968, 1). It offers a set of guidelines that enable the researcher to develop an explanatory framework that contains and specifies the relationships between various concepts. Gephart (1999) described how comparative analysis could generate expansion analysis, by generalising key data to other cases and examples from the study. Using these two types of data analysis (comparative and expansion) allowed me to compare the data generated by each of the four research participants in the study and suggest generalisations which would be appropriate for other learners in the study and/or other courses. My presentation of findings will be in the form mentioned in Johansson (2001, 8) where "research findings are presented thematically and excerpts of speech are used as illustrations of effects and conclusions the author makes".

2.7 Validity

In order to authenticate the data in this study, the analysis had to be consistent and coherent, both internally and externally, and the data needed to measure what this study intended. In qualitative research, validity is achieved by observation, triangulation, extensive fieldnotes, transcripts and careful documentation of all data collection (Lincoln and Guba, 1986). Triangulation was used to clarify meaning and identify the different ways that the data was being interpreted. This was achieved by comparing my observations notes of the research participants, with the learner's perspectives on their experiences and the course objectives and guidelines for adult learning.

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2.8 Research ethics and bias

In the 1970s concern grew regarding the moral issues of human research. As a result thereof, the American Psychological Association published a code of ethical practices, to govern this type of research. The codes have been revised several times over the past few decades but the core principles have remained the same (Rosnow and Rosenthal, 1996).

Merriam (1991) drew attention to the question of ethical dilemmas in qualitative research, particularly during the stages of data collection and extracting findings. Walker quoted in Merriam (1991, 179), suggested five ethical aspects that a researcher must be cognisant of during the research process:-

1. conflict of interest between researcher and the research
2. confidentiality of the data
3. different interest groups competing for control of the data
4. anonymity of subjects
5. distinction between the reality of data and the researcher's interpretation of the data

In my study I had to guard against a potential conflict in that I worked as a contractor with the W&RSETA, and during the research process I was at least indirectly examining the provision side, which created a potential bias towards valuing the activity because of my professional identity. I did not, however, have to compete with other interest groups for control of my data. Confidentiality issues were discussed and agreed on with the relevant parties before the data was collected. As regards anonymity of subjects, the research participants in the study were happy to be identified in the study, but as a cautionary, protective measure, I decided to assign pseudonyms to each participant and named person or institution with the exception of those in the public domain, for example governmental and SETA bodies. At no time during the research process has anyone or any institution laid claim to any of my data or attempted to influence or control my research process. The issue of researcher interpretation provided a challenge, in that the research participants' responses

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needed to be presented verbatim, with my interpretations thereof clearly evident. Where Walker warned of the subjective paradigm, Cole and Knowles (2002, 1) challenged the more traditional qualitative principles by emphasizing that "objectivity is not only impossible, (but) it is also undesirable". They highlighted the fact that within every researcher existed preconceptions and bias, simply because she was human, and that the nature of qualitative research suggested a cycle of responsiveness between the various parties which went beyond scientific enquiry, demanding validation of each learner's experiences.

Some of Cole and Knowles' (2002) views on qualitative research were pertinent to this study, particularly their view that forming relationships with the research participants was a vital part of conducting such research. However, Rosnow and Rosenthal (1996) warned against being too open with research participants, which could cause problems with biased results or leading questions. One had to ensure that the research participants said what they were feeling and not what they thought the interviewer wanted to hear. Callahan (2005, 12), drawing on Bourdieu, pointed to the fact that using the interview as one's means of data collection was problematic in that the "cultural capital held by professional interviewer and interviewee gave rise to symbolic violence". Callahan (2005) argued that the responses of research participants would be biased as they answered questions defensively or tried to justify their choices and actions. In this regard, my position as a researcher needed to be clear in that I was not looking for information*for* anyone. I was not feeding information back to the research participants' boss or any other source, nor did I have a hidden agenda as regards the questions. I was clear on the fact that the data collected was for an academic study that hoped to produce results that would be interesting to other parties and augment current understandings of adult learners. My identity as a researcher and an ISDF professional enabled me to provide this assurance and be comfortable with my ability to enforce its application with both the research participants and the various providers. This upfront transparency with regard to the research participants was in line with Cole and Knowles's (2002, 3) belief that research participants "should be aware of the goals of the research study and of the intentions of the researcher".

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Merriam's (1991) final comment about bias was how difficult it was to avoid, simply because of the subjective nature of language and communication and how often bias was not even recognised by the researcher. In order to try and prevent bias one's data collection needs to be as thorough as possible and the researcher needs to check and authenticate any uncertainties in translation. In the present study, this was achieved by recording each interview and transcribing the entire session verbatim, immediately clarifying any questions of interpretation or audibility with the research participants.

In addition, during my sessions of observation in the classroom, I presented myself to the class as a researcher and ensured that my motive and modus operandi were transparent to everyone. Although I took extensive notes in this setting, they were more prone to interpretation bias on my part as they represented perceptions from my world view and not that of the research participants. I understood that my own values and commitments as an adult educator shaped my research and my approach to this study.

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CHAPTER THREE

Participants' classroom experiences

1. Introduction

Four people working at Sunshine Lighting as internal sales staff were selected by the Company to attend a training course with the W&RSETA and became learning colleagues in that environment. As they sat together in the classroom, a host of factors influenced their starting positions on the learning course. Their backgrounds and previous socialisation had formed their individual frames of reference, attitudes and mindsets. I explored these aspects for each participant, regarding what influences had affected them, and I used the conceptual framework outlined in chapter two. I looked at what classroom experiences impacted upon them in such as way as to produce perceived changes on the part of the learners. The data analysis will be divided into three sections over two chapters, as I make sense of the data, with particular reference to the work of Bourdieu (1977, 1991).

Section two of this chapter will argue that the participants' educational backgrounds and experiences have had an impact on their predisposition to learning. This section examines the factors that influenced their frames of mind and shaped what Bourdieu (1977) calls their habitus. In addition, I draw on Houle (1961) and Tough's (1971) insights into personality and learner type to augment understanding of the research participants.

Section three of this chapter argues that the experiences of the learner, whilst in the classroom, were deciding factors in whether there was perceived benefit from the learning intervention. This section addresses the connection or disconnection the participants experienced in the learning activity and the feelings that this evoked. I use Bourdieu's (1977) concept of field to look at the context of the learning environment wherein the habitus operates. In addition this section features Knowles' (1970) advocacy of andragogy and the importance of environment, attitude and opportunity for the adult learner, as well as Maslow's (1970) notion of self-actualisation as the ideal goal for the adult learner. I consider

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briefly what actually happened in the classroom to produce these perceived changes in the learner, and finally, highlight the relationship between adult learning and identity, environment and growth in the learner.

In chapter four I present the final section of this data analysis and I argue that the participants walked away from the training course as changed persons in both expected, and unexpected ways. The focus here will be on the reflections of the research participants, what they felt they got out of the course and how they felt about their experiences in the classroom. The focus will thus be on change and I will draw on Bourdieu's (1977) notions of capital (cultural, social and symbolic) and consciousness, leading to action. For example, I examine how the research participants changed their impression of themselves and learning, and what this meant for their future education. The perceived benefits that they experienced are presented in terms of aspects of their sense of self (self-esteem, self-concept and self-efficacy) and how they now see their personal status and standing in the world. Reference will be made to those aspects of social psychology covered in chapter two as well as to the findings of Weil (1993) concerning the expectations and actual experiences of research participants returning to the learning context. Finally, I briefly consider whether the course objectives and intended consequences of the course were met in response to the activities and learning that took place within the classroom. Special mention is made of the unintended consequences of the course, incorporating the views of Dewey (1938, 1963) and Jarvis (1987), who focused on experience as being an integral part of the adult learners' encounter.

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2. Participants' backgrounds and socio-cultural contexts

In order to generate an account of the worlds in which the research participants live, an understanding of the important features in their lives must be developed. Their individual interpretations as well as how their past histories influenced those actions, leaving them with a preconceived understanding of how certain things are, had to be included. This led to my focus on habitus, what Bourdieu (1990, 54) referred to as "a product of history, (that) produced individual and collective practices – more history – in accordance with the schemes generated by history".

2.1 The start of the course: The research participants enter the classroom

Participant one: David

Learning background

David came from a strong schooling background. He was at a former Model C[33] school of about 1300 pupils, enjoying what would be called a relatively advantaged education in the South African context. He completed Matriculation with Matriculation Exemption, and science, maths and biology as subjects. He had enjoyed school and felt that he had gained from successfully completing Matriculation. He left school, confident about his ability to go to university. However, he had made the decision not to continue studying, as he was going to go overseas with his church, on missionary work. David's educational outlook was thus firmly established by the time he left school and his sense of agency, as an individual capable and responsible for his own power structures and future learning, was intact. This is evident from the following quote: "No. I enjoyed school, like all the way through. I'm really excited about studying because like the more you learn the more you're out there."

Working background

David started his working life early, doing paper rounds as a 12-year-old-boy. He worked throughout his schooling in various jobs in the local supermarket. This job at Sunshine Lighting was his first one since returning from overseas and he was employed directly as an internal sales person. His intention was to progress in his job and he saw potential for personal achievement, recognition and success.

> Here I'd not just like to stay in a sales position here at Sunshine Lighting, but become more of a sales person and moving up in the company. So the more knowledge I have the more knowledge I gain to be good at that. Then once I become a really good sales person then people will see that difference and move up you know less mistakes in doing things. More of like people would want to speak to me. The company prefers to speak to me over anyone else.

[33] A model C school was classified as an advantaged school, with predominantly white students.

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Culture and behaviour

Certain parameters were available for David to pursue after school, strongly influenced by his home and peer culture. Upon finishing school, David was aware of the advantages and consequences of tertiary study as his school subjects had been chosen with this route in mind. Although David had access to university study through gaining a Matriculation exemption, he opted not to do this. Many of his peers chose to have a gap year after school and travel/work overseas, with the intention of studying at university upon their return. Several of his friends and classmates began tertiary study following Matriculation. David's home environment encouraged education and a career path. His mother worked as a nursing professional, having attended nursing college, and his father provided a good role model for the importance of continuing education in his career in the Informational Technology (IT) industry, which required constant updating of skills and knowledge. Although David did not behave like many of his peers by going on to tertiary study, his behaviour was influenced by his religious affiliation which seemed to be the most important aspect of his life at that time.

Participant two: Mohammed

Learning background

Mohammed's story is quite different. His primary and high school education was at a government school with classes of about 30 pupils and a total of 5 classes per standard and approximately 850 pupils in the school. He left school when he reached Grade 9 (Standard 7) at the age of 15, to attend a technikon to study motor mechanics. His decision to do so was in order to "try something new". He completed one year at the technikon and then left prior to obtaining his certificate, to begin working in a fast food outlet. Again the motivation for this move was to "try something new". His educational habits were formed at an early age and did not change as he got older. His decisions to leave academic work before completing the task or designated course seemed to become a pattern of non-completion.

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> From primary school I went to high school I went to Grade 9. Then I left at Grade 9 and went to the technikon (...)[34]. I did motor mechanics, for the first trimester. It was basically a year, divided up into 3 within the year period and then from there, I just didn't carry on. I just did the one year and then from there I started working, at KFC and then the chemist and then (pause) ja.

The quote, above, showed the seeming lack of direction of Mohammed in regards to his education or working future. His hesitant way of speaking and expressing his story suggested a lack of pride in his accomplishments and a disposition towards a lack of control in achieving educational success.

Working background

Mohammed started working in the fast food outlet as a chef, moving around to various positions, including that of a cashier, before leaving to become a driver for a local chemist, where he worked for about 6 years. From there he moved to Sunshine Lighting as a driver before being moved across to an internal sales post. He had been at Sunshine Lighting for almost 5 years. Mohammed's work history showed a pattern of consistency and of staying with the same company for a long time. His working record showed that he had only 2 jobs in the past 11 years, which he put down to situational factors, "just the way it is". There seemed to be little drive in him to progress or further his career and he seemed to believe in an external locus of control, where employers found him or where opportunities presented themselves to him, rather than him taking ownership and control over his working career. The tone of resigned acceptance seemed appropriate to describe this comment of Mohammed's:

> (at) KFC I was a chef and then an expeditor, cashier and at the chemist I was a driver. Then I started off here as a driver and then a sales guy (...). It must have been 2002 if my memory is correct. Ja, the chemist was 6 years. The chemist was 6 years.

[34](...) Indicates omitted text in a quote in order to condense the transcript to relevant points.

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Culture and behaviour

During his childhood Mohammed was exposed to working class attitudes and practices. His mother had learnt a trade as a pattern designer and his father had worked in various trade industries without any formalised knowledge or skill. Both his parents were currently unemployed and had been at various times during his upbringing. His aspirations for himself were guided by those options that seemed available to him, as they had been for his mother and father, which appeared limited to working class aspirations. His peers were similar in their approach, with most of them planning to enter the work force as soon as possible, with several of them also leaving the school system before Matriculation in order to become gainfully employed. This type of pattern of behaviour is synonymous with a working class culture that was very much a part of Mohammed's world as a child and during his school years. In the following comment, Mohammed showed his lack of direction in terms of his future options or plans. But education was encouraged within his home, even though where he ended up one day didn't seem to be important: "Like my sister always says, 'You never know where you're going to end up one day just go for the course it doesn't matter.'"

Participant three: Debbie

Learning background

Debbie's schooling was not a smooth journey, as she described it. She attended a local state school, situated in a traditionally poor coloured area where she completed Grade 9 (Standard 7). Her high school had a population of around 1500 pupils with class sizes of around 40 pupils per class. For the past 12 months she had been studying a correspondence lighting course called IESSA[35]. Her educational history was one of misdirection and appears to have been driven by situational factors. Although she showed a strong sense of autonomy in making decisions and acting on them, the actual situation she was in when making such decisions seemed to be outside her control. Her narratives sounded almost like a victim's discourse and the weight of her past certainly hung heavily on her shoulders. She displayed a

[35] IESSA: Illumination Engineering Society of South Africa. IESSA run a lighting engineering correspondence course that consists of 23 lessons completed over a 3-year period with diploma accreditation through their society.

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very nonchalant, almost apathetic attitude towards education, which by no means appeared to be a priority in her life.

> I went to primary school. I was put over from Sub B to Standard 2 and then back to Standard 1. Then I spent two months in Standard 1 and then went back to Standard 2. That was a bit complicated. Then I went to high school. Standard 6, breezed through that, I was studying Standard 7 at the time, and unfortunately I knocked myself in the teeth there because when I got to Standard 7 I was bored, and then I went to Standard 8 and there was some domestic upset and I left home and had to start at a new school. I'd already basically finished Standard 8, so starting at a new school I had to start over and half way through the year I left. And that was that, my school career.

Working background

Debbie spent the first few years after school working in varying jobs, from bartending to cosmetic sales, to textile printing, where she became a supervisor. After that she spent some time in office administration before joining Sunshine Lighting where she quickly experienced a promotion to her present internal sales position. Her working history showed a path of advancement. In almost every company she worked in, she received promotion. This tied in with her educational history which also showed her progressing through the school hierarchy ahead of the normal route. In addition, her switching between jobs and different industries suggested that she was spontaneous and impulsive, something she herself commented on in the previous section, as well as below:

> My first job was at the airport. I started in the bar – barmaid. From there I went to work for the Foschini group – cosmetic sales. From there I went into the textile printing and became a printing supervisor, so a printer by trade. And unfortunately that's a very unpredictable industry so I got out of there very quickly, because the work dries up within an instant. Then I went back to the bar. I stayed there for about 4 years in-between two or three clubs. For that 4 years I had about 3 jobs going at once but it was all bartending. Came out of there and went into office administration and from there to here. I started in reception (for) 3 months and then moved across to sales.

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She seemed set on furthering herself as an individual, although her reasons for doing so appeared to be economically motivated rather than for job satisfaction or personal goals:

> About a year before I went on the course I've been doing a lighting course with IESSA correspondence (...) it'll be about another year or a year and a half [and what are you working towards to achieve on that course?] A better salary (laughs). Because if I have that qualification I can earn more. (...). There are quite a few of us, some further than others, some have just started. I'm in my second year.

The fact that Debbie announced quite proudly that she was in her second year showed that she had changed her attitude towards studying, and the emergence of what appeared to be 'staying power' for completing a study course.

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Culture and behaviour

Debbie's upbringing exposed her to a limited way of thinking about her future options. She had no direct role models as regards formally qualified or educated family members, with neither of her parents having studied any trade or profession. Her mother has worked for the same Company for 40 years as a machinist (clothing and textile industry) and her father has held several clerical positions over the years, with both parents currently working. Many of her school friends also left the school system early in order to obtain work. None of Debbie's school friends who completed Matriculation went on to any form of continuing education. They all entered the work force and have remained there in mainly office related positions such as receptionist or data capturer. Debbie's childhood and upbringing exposed her to a working class culture in which she saw the options available to her as limited to a path of becoming economically viable as fast as possible and placing herself in employment that would be enjoyable and lucrative to her, without her developing any substantial career ambitions. Her behaviour and choices were in keeping with the options and actions of those in her peer and family environment.

Participant four: Cathy

Learning background

Cathy attended a government school that was, in her words, "poor". She completed Matriculation with history, geography, accounting, biology and an additional N3 level office practice course. Her school had about 800 pupils and individual class sizes of 25 with 5 classes per standard. After completing school she began working and had done no other post-school learning until the present W&RSETA course. She appeared to have been a capable student whose social and cultural background had shaped her expectations of her opportunities and abilities. She seemed to have gone through the process of education successfully, but without much expectation or ambition for herself attached to it. Her manner of speaking about her schooling was very matter-of-fact:

> I obviously did my Matric. From standard 5 obviously over to secondary school and then I finished my Matric. I did English, Afrikaans, geography, accounting, history and biology. So history, biology, geography accounting and the two languages. And then after that I also did like a office practice course it was also done on the N3 level so it was also added to my Matric Certificate, after doing my Matric year. I did it after. On N3 level. So that's basically all I did.

Working background

Upon completing Matriculation Cathy worked as an assistant in a hair salon for 3 years and then moved to a clothing retailer for a short period of time. From there she returned to the same hair dresser where she stayed until she found another job at a local chemist. From there she moved to Sunshine Lighting, where she had now been working for 5 years, and had been in four different positions. Cathy's starting out in a hair salon showed how her background had influenced her perception of the choices and options available to her. She sought out positions that suited her and seemed accessible to her, moving only when she was unhappy in the working environment. She appeared to have goals and intentions with regard to her working career but they were bound within big limits, not the least of which was her limited

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education level and her lack of tertiary qualifications. She had stayed in various employment positions for long periods, which showed a personal level of staying power and continuity, but could also be interpreted as complacency on her part or a lack of confidence to leave her working comfort zone.

> When I left school I went to work at a hair dresser. There I worked for about 3 years or so and then after that I went to work at a clothing retailer as a sales assistant there. And then I didn't like that too much because of the hours and all that working from Sunday to Sunday and holidays you're always working, so I didn't like that at all. Then I went back to the hair dresser and then I got another job at the chemist (...) and from there I went to Sunshine. This will be my fifth year. I started at Sunshine as a filing clerk and then moved over to reception and then moved over to data capturing and then moved over to sales.

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Culture and behaviour

Cathy came from a family who had not, themselves, done any tertiary study. Both her parents began working in unskilled labour positions as early as possible and were not given any opportunities for further study or to develop themselves. Her mother currently works as a tea lady and office cleaner and her father is unemployed. None of her school peer group went on to further study. They all obtained employment (where possible) after leaving school, with most working in the lower end of the service industry (for example, cashiers at a supermarket). These frames of references that constituted Cathy's home and peer environment influenced her behaviour and choices as regards what options were available to her in accordance with her 'position' in life. Her working and educational history are very much in keeping with the cultural group with which she associated.

The personal histories and cultural and behavioural backgrounds of the research participants outlined above, were presented here to serve as an introduction, providing a framework for understanding each of their social, educational and work histories. What follows is a discussion of their personal schemas and motivations, again with special reference to Bourdieu's (1977, 1991) concept of habitus.

2.2 Participants' dispositions and motivations

The road that each of these research participants had walked so far, had been shaped by influences and experiences. Their personality traits emerged from their comments from the interviews, and provided a way of understanding their sense of self, educational attitudes and motivations for learning. In chapter two, I discussed Bourdieu's (1977, 1991) notion of habitus in detail and I used this concept to gain additional perspective on each research participant as outlined below.

My observational notes on David, recorded at the first interviews in July 2005, recorded a very connected and confident sense of self, particularly as regarded educative interventions.

> Very relaxed, clearly an enthusiastic and motivated learner. Really wants to get ahead in life and has a determined outlook. Sees the positive in things. Bit of a pleaser. Not up to speed on terminologies of learning, but knows what he wants and thinks about things. (Fieldnotes, 2005b, July)

Debbie also came across strong and contained, almost to the point of over-confident. Innate insecurities about her intellectual abilities emerged later in the data.

> Very bright and on the ball learner, very in tune with herself and context and learning environment. Definitely knows herself and her limits/expectations. Very focused during interview and understood all the questions well. Has all 'the lingo' down pat e.g. 'facilitating'. (Fieldnotes, 2005b, July)

Cathy appeared to be very grateful and almost subservient during the initial interview. She gave the impression of a person who had experienced disadvantage and who was now feeling lucky to have got to where she was:

> Very gentle person with seemingly low expectations of self although she has clear dreams and goals. She seems very thankful for anything she can get with no illusions that it could have been any different (better or more). She was grateful and humble

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> about the learning experience and definitely hungry and eager for anything she can get. Gave me the impression of being a person who is not used to getting anything extra or special and just seemed so happy that she'd had this opportunity. That was enough in itself. (Fieldnotes, 2005b, July)

Mohammed came out in a burst of words and, as a first impression, appeared flighty and non-committal. He seemed to have a very low opinion of himself as shown by a laid-back posture and an air of disinterest, which perhaps provided a self-defence mechanism for inner insecurities:

> From a purely observational viewpoint Mohammed looks slightly disinterested and unenthusiastic about this whole learning process. He has a very laid-back approach and look and nonchalant way of talking and looking. However, when you talk to him and he gets a chance to actually start to open up, you realise he's slightly low on confidence and is in fact a bit insecure about the learning environment, certainly is not used to it. Feels a bit out of his depth. (Fieldnotes, 2005b, July)

Bourdieu and Wacquant (1992, 16) showed how the field and habitus both consisted of "historical relations" that affected how individuals coped with "unforeseen and ever-changing situations". In particular, habitus "integrated past experiences, and functioned at every moment as a matrix of perceptions, appreciations and actions". Bourdieu (1991) commented that when habitus came across a social world it was familiar with, it felt completely at home, with the reverse being true. Using this analogy, three out of the four research participants in this study referred to some degree of apprehension when returning to the learning environment. They were no longer familiar with this type of environment and did not feel at home therein. Historically, they had had unpleasant learning experiences, and the unknown elements of this course gave them a sense of disconnection from the learning field, expressed, for example, in this comment from Debbie.

> I would say, just out of place. Out of place, out of touch. With everything that was happening, it was difficult to re-adjust. There had been such a long break between having to actually sit and listen and learn. Ja. Being uncomfortable.

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All four research participants started the course as 'second-chance' learners, complete with the existence of a habitus that had been shaped by their pasts and which had guided their actions for a long time. The impressions they gave me were that they were aware that their behaviours and dispositions were the result of their past histories but were of the opinion that they could effect change, both in the present and in the future.

Mohammed came to the course with a very disadvantaged educational background that was firmly entrenched in his cognitive disposition. His self-efficacy was low and his opinion of his ability to succeed in this academic environment was negative. Initially, he kept to himself as he needed time to adjust to the new learning environment, but as the course progressed, he gained in confidence and was able to participate in the classroom discussions, despite his feelings of inadequacy. Through the changes he experienced on the course, he began to re-construct and change his attitude about himself and how he behaved:

> I was always two-minded about doing a course because why of my bad schooling. I always know I was going to fail I'm going to fail I'm going to fail. So it's beating me I'm going to fail. So why bother doing a course I'm going to fail.
> (...)
> I mean when I started there, when I came there I was a bit straight and up this is a course, a class, there's the teacher and that, but as the weeks passed, I started realising no this is not the same thing it was more of a relaxed event.

For Debbie, her failure to complete school played a big part in how she felt about herself and the impending training course. She was anxious and concerned about her ability to cope with the academic content and this influenced her actions, seen through her absenteeism and isolating behaviour:

> I actually felt stupid sometimes. Like I've lost all the information I learnt at school and now I'm suddenly having to retrieve it, and I can't, you know, as an adult. I'm having to retrieve all this information from way back when, so in that sense it was a little intimidating. Because I'm in a situation that I haven't been in for x amount of years and it's just very difficult to absorb the information.

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David showed the most understanding of change as a condition of habitus: "Everything that you're really ever taught is there. It's flexible. This is the way it's generally done but you just know that there's a bit of flexibility that has to come with it."

As regards Cathy, her view of education and learning seemed to have remained within a schooling environment. Her comments showed limited knowledge of or insight into other learning environments and that she viewed learning as being clearly situated within the classroom context. This could also be seen as a defence mechanism of hers, in order for her to cope with the unknown of the adult learning she was about to undertake:

> I've been out of school a while now and (it) was like being back at school, but that's fine for me. What I'm used to. I like the classroom because I felt like I was learning, needed this to feel like I was in a learning environment because it's been a while since I was out of school. (...) I had to switch back to being a child. To be back at school again and remember how to do that. To be at school and learn. But it was good.

Attending this course was interpreted by some research participants as choice, by others as enforced by the Company. When asked why they became involved in this learning course, David and Cathy showed a positive and optimistic response that was in keeping with how they had felt about learning and education in the past: (David) "We got given the opportunity when we could go to a sales course so I went over there. (...) I was excited about it because you know, just trying to increase my knowledge as much as I can"; (Cathy) "I really wanted to go (...) I had no expectations. I felt it was great just attending the course".

On the other hand, Debbie was a reluctant participator: "I wasn't really left with a choice. If I had a choice I wouldn't have gone." She gave me the feeling that she did not want to

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respond to the question of why she attended the course, as can be gathered from this comment from my fieldnotes:

> Long pause. Avoiding eye contact. In this section the interviewee was very abrupt and not too forthcoming with answers. Required a lot of interjection from interviewer to get to her answers. (Fieldnotes, 2005b, July)

Mohammed's sense of his educational abilities was clearly expressed in his comments about his motivation for attending the course. With these comments came the first insight into Mohammed's state of mind and sense of autonomy – the emergence of him losing his victim discourse and taking back control of his life, particularly in terms of his education and future prospects:

> Well um. First off let me start I was actually always not good at school. I left school at standard 7 which is grade 9, and um, later on the years, you know turning 27 and 28, I start realising now the stuff I'm doing I want to become something more I want to do more with my life. That's actually what motivated me to do the course and even now I'm looking at other courses within in the lighting industry as well, I'm looking at other courses, so yes I'm motivated. (...) It was a personal issue although the company itself recommended that we go and insisted that we go, when they asked the question look do you want to go for the course I said yes, I didn't need a reason.

The comments from the four research participants above showed how each of them approached the start of this training course from a sense of reality and their perceived limitations of their lives. How they experienced this reality was socio-culturally bound. Limits may not necessarily have been experienced as constraints in their lives, but rather just the way it was in their society, and they had the understanding that their own actions reproduced their continued realities. Whichever way they viewed the experience, they were always embedded within their community and affected by the social relationships and interactions within that field.

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Cole (1996) used the notion of culture as a means to link the individual learner with his place of learning within a larger society. Culture and community played a big role in the lives of Debbie, Mohammed and Cathy, who all belonged to the coloured racial group. Their community values and habituses were deeply rooted in the historical and educational inequalities experienced by them, their families and the greater community during the apartheid years. They commented that within their communities, education and adult learning was not the norm. In fact, they absorbed a new perspective and set of expectations during the learning course, and this set them apart from the cultural norm. For Debbie and Cathy that was seen as a good thing, essential to their view of self within their community. The community and social network seemed to put a lot of emphasis on achievement and success and how one person 'did', compared to another. Both women showed a strong sense of consciousness of their local class culture, which they clearly articulated:

> (Debbie) Ja. I'm going to be honest. It's probably something nobody will say, but it is quite a nice thing when you're in adult company and you can say, well, you know people, it always revolves around what you studied or where you studied and how long you studied for. So in that way it's kinda nice to say, "well, I did this course at college". (...) Yes, I'm speaking from a personal point of view. Just to be able to say. You know, even while I was attending, you know, when people ask "where are you going – what are you doing there?" "Oh no, I'm doing this course at college", it's nice to say that. And especially our cultural background that I come from, that coloureds generally come from. It's always a big thing. If you went to college, even if it's for 5 days it's a big thing. So. Ja. From that point. Ja. It's like, "oh wow, what'ya doing?" They're interested. They wanna know what are you doing, how long is it for, and so, it does have a feel good to it, yes.

> (Cathy) Lots of the people in our community, they never really like think of studying and educating themselves or doing anything for themselves. Because I mean, when you go and study, then it's actually for yourself, and it's well, to really achieve something for you, doing something for yourself. So in our communities, people aren't really like that. I've actually motivated a few of them also to go back to the classroom. Maybe they'll think of doing correspondence?

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Mohammed considered going on this course almost as something that isolated him from his family and community. He would, therefore, not mention having done so within his community:

> I don't want them (family, friends and community) to know about it. It's my thing. I'm keeping it very personal. My wife will say, "you're going to study, what you're studying?" I'll say it's for me to know it's my thing. So long as I'm letting you know I'm going to study.

According to Bourdieu (1977, 1991), the expectations of appropriate action are grounded in a person's history, despite that person being aware of the possibilities of change. Even though Debbie and Cathy's actions were different to the cultural norm of not enlisting in further study, and a response to their employment conditions and personal goals, both women were aware of the high social value attached to further studying. They were conscious of the fact that their goals had both intended (academic success) and unintended (personal development) consequences.

Mohammed seemed to have distanced himself from the expectations of others (work, culture and community) and his actions were caused by intrinsic motivation. A very interesting finding, because it was almost the reverse my initial observation of him.

> Mohammed looks slightly disinterested and unenthusiastic about this whole learning process. (Fieldnotes, 2005b, July)

When in fact Mohammed's actual stand was:

> I want to become something more I want to do more with my life. That's actually what motivated me to do the course and even now I'm looking at other courses within in the lighting industry as well, I'm looking at other courses, so yes I'm motivated.

Using the learner categories proposed by Houle (1961), David would be classified as a goal-orientated -, Debbie as an activity-orientated -, and Cathy as a learning-orientated learner.

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David had set personal advancement as a firm goal:

> Here I'd not just like to stay in a sales position (...), but become more of a sales person and moving up in the company. So the more knowledge I have the more knowledge I gain to be good at that. Then once I become a really good sales person then people will see that difference and (I'll) move up. (...) I bet it's a good thing to have on your CV, that you have gone though a sales course, that you have learnt, even if you put your mark, what you got on the sales course it's a big plus.

Debbie wanted to feel part of the learning process which needed to be active and interesting in order to maintain her involvement:

> There wasn't much visual stimulation which to me was important to keep you focused and interested.

Cathy was a firm believer in learning for its own sake:

> You're never too old to learn and there's always something that you can learn, even if you've been doing something for years, there's always something that someone will mention to you at that moment in time or during the course. (...) Even if someone were to come along and give us another course, I'd go again. Because there is always something new you can learn again.

Mohammed was more interesting. His motivation for attending the course shifted from coercion by the Company, to a personal desire to learn. He was initially reluctant to participate and without being prodded, he would probably not have had the confidence to attend the course. I would initially have classified him as an activity-orientated learner because it was an activity the company insisted upon. However, during the course his personal motivation took over and he became goal-orientated, to prove to himself and others that he could achieve academic success as well as reach his personal goal of learning.

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Mohammed's initial thoughts on becoming a learner were as follows:

> But when I went on the course, um I had one expectation and I think it has fulfilled that. And that was to add, how can I say, add to my schooling or whatever. It was just another course adding to that.

At the end of the course, these thoughts had changed:

> Like I said if they should contact me tomorrow and say they've got another course on sales I would go for it. In fact, I would like to find if they have any course on mathematics because I want to start again from grade 9 or grade 6 or whatever. Because I want to start from the base because I need it for lighting purposes. You see I tried Matric again, but I just couldn't come to terms with it. But because, like I said to my wife yesterday, I never liked maths and I never did maths, but I can tell you now because now lighting says that I need maths, I'm telling you now I'll pass it because I can apply it now.

Aspects of pleasure and self-esteem were particularly relevant in this study, drawing attention to the changes in personal dispositions and motivations in the research participants (Tough, 1971). This was seen in the preceding discussion through the changed attitude and outlook voiced by Mohammed, from his hesitant start of the course to his successful completion at the end. He showed a strong attraction to the type of learning he was being exposed to: "The environment was great. It was relaxed. (...) I enjoyed that it made me feel at ease and I could actually take in what she (facilitator) was saying." Cathy's pleasure in being able to attend the course was almost tangible: "I'm really glad that I went. I was happy just to be able to attend, especially for not having to pay for the course. I was glad to be able to attend."

Issues around self-esteem were evident in all four research participants and will be discussed more fully in the next section of this analysis. This section considered the motivation of the research participants as they entered the classroom and how this motivation changed over the

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duration of the course. In section three, the environment and context of the course will be covered as well as the learning encounter and classroom activities experienced by the four participants. Specifically, the data collected will be viewed in relation to Bourdieu's (1977, 1991) notion of field as a crucial component of successful adult learning.

3. During the course: The research participants' experiences in the classroom

Bourdieu's (1977) habitus operates within and according to a social field. He described field as a social space where there is an ongoing battle over the various resources available in that field which include anything and everything from physical resources (housing) to cultural, social and educational capital. The field was produced by a series of historical processes which not only created the actual fields that existed, but also give "legitimacy and value" (Jenkins, 1992, 85) to the various forms of capital that were available in the field.

Different societies had different varieties and numbers of fields, within which individuals accessed personal strategies and struggles in order to maintain or improve their positions within the field(s) and vie for the field's capital. Bourdieu and Wacquant (1992, 128) referred to "strategies" or "a feel for the game", produced by a series of interactions between the dispositions of the habitus and the various restrictions and opportunities which existed within the social field. The field, therefore, became the context for interactions between external factors and circumstances and the practices of individuals (Jenkins, 1992).

The context of this study was an intellectual field containing interactions between selected research participants, resources and external factors. I selected an accredited FET institution located in a predominantly Afrikaans speaking area of the Cape due to the suitability of its course and participants for my study. My initial observations of the building and the reception I received were not very favourable:

> Entrance to building clear and easy to access. Reception was vague and disinterested in my query for assistance. Directed me to the wrong classroom. Very Afrikaans flavour in learners and building atmosphere. Very old fashioned and seems to be quite slow and staid. (Fieldnotes, 2005, May)

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Thomas (2002) mentioned, in particular, that the language of instruction and awareness of learners' previous educational histories, was a crucial factor in addressing learner needs in adult education contexts. This issue of language came up in my fieldnotes (Fieldnotes, 2005, May), even before observation of the course had commenced: "Interesting that the course is conducted in English are most of the class English? Based in this area?"

Sitting in the classroom, I made the following notes:

> Classroom has flat table and a plastic armless chair, melamine floors and brick walls. Very high ceiling, no windows or fresh air, big white board used as teaching aid, with good big clear writing also on overhead and screen available. Atmosphere feels quite empty and cold. (...) Florescent lights, hollow feeling, buzzing sound continuously. Felt I was in an institution from moment I arrived here. Huge long corridors and door after door of identical rooms. No colour or energy to be felt.
>
> (Fieldnotes, 2005, May)

One of the first questions asked of the research participants was how they felt about their learning environment and whether they actually felt like adult learners. Different answers were obtained, depending on the research participants' understanding of the concept 'adult learner'. Cathy had no preconceived ideas of adult learning or what adult learners should expect or be given. For her, the learning environment was synonymous with being in a school classroom and being taught in a purely pedagogic style: "I like the classroom because I felt like I was learning. Needed this to feel like I was in a learning environment. (...) I had to switch back to being a child. To be back at school again."

Debbie and David had a more worldly view of how adult learners should be treated, and seemed familiar with the type of instruction and environment adult learning should offer. Debbie was disgruntled with the environment because it made her feel like she was back at school: "You know it was still the raise your hand if you want to speak. That sort of thing. It wasn't very interactive." David also felt that he was being forced back into a pedagogic power relation between teacher and student: "When the teacher says something, yes mam, no mam and that type of thing." David and Debbie also voiced a strong feeling of disjunction

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between the expected and experienced learning environment. Knowles (1970) referred here to the importance of the right resources as an integral component of andragogy, factors which both participants articulated as missing in the learning environment of this course. Although David said he expected this type of environment, he had hoped it would be different: "I thought they might be like a different way to do it. (...) I expected it to be something like that but when I was in it I just felt like a kid again."

Without having any knowledge of the principles of andragogy, both Debbie and David referred to the type of learning environment they would have liked to have seen, as discussed in chapter two. Debbie felt she needed the physical structure to be different: "Not the desk, chair situation, not having one person up there in the front doing all the talking", a feeling echoed by David who also mentioned how the lecturer's teaching style was received and how he'd wanted to feel:

> Just a more relaxed situation, where we're not sitting at desks looking at a teacher. If we were maybe in a circle or like just when the teachers involved in the circle, and it's more of an open forum discussion. Where it's not the teacher situated in one area and we're all looking at her and at a board. (...) It would be nice if it was more, togetherness feeling. It just felt like we were separated from the learning.

These comments showed how the participants felt a contradiction, between being an adult learner and yet feeling like being at school. Debbie expressed the influence of the learning environment on her attitude to learning as follows: "Especially as an adult, I don't want to sit there and feel like a learner. You know it's like I've passed this stage. I've been here already. I don't want to do this again." She was able to articulate the type of learning she would have liked to have experienced: "Like I said I'm a colourful person. I need to work with colour and visuals guides things like that. Something that was lacking in this course. It was mainly us sitting there and listening to her."

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As regards the activities that took place within the classroom, which contributed to the experiences and perceptions of the participants, there seemed to be a format that was applied by the lecturer in order to facilitate the learning activities. These strategies seemed to revolve around the course content and written recording of knowledge. There was also discussion and limited debate between the learners and the lecturer as well as opportunities to ask questions and make comments during the class. Limits seemed to be placed on what the lecturer was able to control in terms of teaching content as well as on the manner and type of testing methods used. These were set and designated by the W&RSETA in their capacity as the author of this course.

The lecturer constantly referred to the Selling Goods and Services Course Manual, a 118-page document, clearly articulating unit standards, expected outcomes, content material and user guides, notes and working spaces for this course (W&RSETA, 2003c). Learners were encouraged to refer to this manual and work with the content being dealt with during that lesson time. There was a strong indication of the need to write things down and most of the class wrote down both the lecturer's comments and her writings on the white-board. In addition, I observed discussions between the learners and the lecturer as well as between learners. My fieldnotes stated: "You can see that a relationship has developed with the lecturer and there is a relaxed and conversational manner in the classroom. Learners appear to be concentrating on the lesson and in a 'learning' frame of mind", and "moments shared between learners" (Fieldnotes, 2005, May). There was good discipline and concentration in the class, and it was clear to see that within this environment, learning was encouraged and taken seriously. David commented that: "I liked the way it was structured and presented. It wasn't like a bunch of photocopied papers lying around. We were there to learn."

Within the classroom, learners were exposed to both the course content in the course manual, as well as additional information that was 'value-add' from the lecturer's own personal experience and knowledge. This 'value-add' seemed to be pivotal in shaping the changes that were perceived by the learners as this comment from Debbie suggests: "Very informative, the woman that we had, she offered more information than the course had outlined for her to do which was very useful and I found that I could practically apply that."

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Each participant commented that they felt the course content was informative and interesting. Some felt it lacked application to their particular work environment, but did acknowledge that revising the principles of selling reinforced their confidence in their own selling skills. For example, Mohammed commented: "But like I said I have been using it before but now more than ever. It has added to my knowledge." Having the opportunity to gain additional knowledge above and beyond the course content seemed to be an important benefit of attending the course, as seen in this comment from David: "It was very structured. The teacher had done a lot of research before going into the situation so if we sometimes gave her a situation, she's say this is what I'd do or this and that."

Although there was an element of question and answer techniques used in the classroom, David was discouraged by his silenced voice and the undermining of his experience and opinions by the lecturer. He seemed to feel that he had contributions to make: "One time when I explained to the lady that we can't do that, she said, 'no you can't do that, you have to give the client the answer right there'. I said, 'well, in our situation you can't'", which was in line with Lindeman's (1973, 31) assumptions that "adult learners experience is the richest resource for adults' learning". This lack of recognition of his work situation, knowledge and experiences made him feel marginalised by and almost disconnected from the course: "They didn't know how our company worked, so when we were given a situation and we opposed, it was, 'this is the way it is, no, you need to have all the answers', and that was a bit frustrating." He was, however, able to distance himself from the formal course content and apply self-directing principles: "For me it was like, ok well I know we need to call the people, have to actually call the people, so oh well."

The objectives of the W&RSETA accredited course were based on the principles of adult education. Thus, the lecturer was called a facilitator and the following extracts from the

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Facilitator's Guide for the Selling Goods and Services Course, detailed the requirements in terms of experiential learning, learner-centred activities, group work and physical layout:

> **Theoretical Input**
>
> The facilitator must use the workbook content as the bare minimum of theoretical input. He/she must bring practical examples to the workshop to supplement the workbook material. He/she must be able to draw from the trainees their own experiences in Selling Goods and Services and the attendant learning outcomes. Since the objective is for the learners to achieve professional excellence the more experiential the workshop, the more the learners will gather and develop self-confidence in customer interactions.
>
> **Group Discussions**
>
> Group discussion must be encouraged. It is from this learning methodology that learners learn from each other and gain confidence to try out new behaviours in a controlled, safe environment that helps rather than judges them.
>
> **Room Set Up**
>
> As far as possible, the seating arrangements for learners should be in the "U" rather than a classroom format, so that adult learning principles are applied during the workshop. (W&RSETA, 2003a, 1)[36]

The major reason for the difference between the principles of the training course, as stated in its training manual, and the experiences of the research participants, was the training delivery. Although the facilitator had been instructed to train in accordance with the principles of andragogy, it was clear that aspects of this type of learning were only occasionally touched upon. For example, David referred to times when the class were split into groups and given the chance to talk amongst themselves which he said felt like an "adult situation", but too soon, the groups were disbanded and the focus returned to the lecturer again.

[36] W&RSETA Selling Goods and Services Facilitators Manual attached as APPENDIX F.

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With regard to Knowles's (1970) emphasis on the importance of physical resources to adult learners, this comment from Debbie, showed how the course printed material alienated her from the content being delivered and was not seen as a supportive resource: "Irritating (...) there was a lot of grammar errors, the layout wasn't very good, it wasn't very easy to get through , so you couldn't really go and do it at home."

Mohammed's apprehension about attending the course stemmed from his perceived failures in the school environment. Exposure to this type of course introduced and exposed him to a new style and way of learning that clearly appealed to him: "It was something new for me." Although he didn't articulate the change in terms of learning theories, he described his experience in a way that showed a shift from pedagogical to andragogical principles: "Because we didn't actually do book form, when the lecturer sit in front and blah blah blah speak speak speak and then you've got to catch up at home, whatever. It was more in fact more of participating in the course."

One of the principles of andragogy is the familiar relationship encouraged between learner and facilitator. Although Mohammed had never been exposed to different teaching styles, his response to being treated with respect, and valued as part of the learning process, showed how strong this need is for adult learners. He appreciated the new lecturer-learner relationship offered in the course, one of the instrumental factors in changing his attitude to this and future learning activities.

Part of the complexities of adult learning is reconciling the different worlds in which the participant lives. James and Bloomer (2001, 9) suggested focusing on the authentic learning site to cultivate a learning culture, meaning the inclusion of the "formally prescribed learning opportunities but they also included much that is not prescribed such as home, peer group and personal relations, accidents, career and other aspirations, and even sleep". They were thus primarily concerned about the meaning associated with learning, both what the learners brought to the learning environment, and what meanings were constructed within that environment. There was no static moment in learning, each moment was individual and each

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individual was unique in his authentic learning site. In this course, each day and classroom meeting introduced different activities and knowledge as well as invoking different reactions, feelings and actions by the learners. Debbie provided a good illustration of James and Bloomer's perspective, as she commented on her different worlds and how hard it was to reconcile them in an adult learning environment: "You've had a full days work, you are so tired, and especially for those with families. All you can concentrate on is, urh, getting out of here. I want to go home now."

The transcripts quoted also provided examples of power relations, and what Bourdieu and Passeron (1992, 31-2) called symbolic violence, factors which contributed to the reproduction and transformation of structures of dominance. Thus, Mohammed, Debbie and Cathy all explained how structures in their social and cultural worlds were regulated and continued. For example, they stated how the subordinated Coloured class to which they belonged had generated an acceptance of the social and cultural system that reinforced disadvantage through "inhibiting their demands for access to the higher reaches of education, by defining it as 'not for the likes of us'" (Jenkins, 2002, 113). This example, of how these three tended to shy away from educational activities, showed how the "process of cultural reproduction reproduces the class relations of the social structure" (Jenkins, 2002, 113). These social structures tend to be reproduced from generation to generation within particular cultural norms - history repeating itself.

It has been shown that, despite having no prior knowledge of the adult learning principles reviewed in chapter two of this paper, each participant desired to be treated in a different way and responded when this happened. They entered the course with expectations of how they wanted to be treated, suggesting a need by adults to aspire to more than they experienced as a child. Their disillusionment with the course and dissatisfaction with its delivery pertained specifically to the physical resources and teaching style they experienced. In addition they felt that in terms of acquiring new skills and selling knowledge, the course content, as dictated by the curriculum, had a limited application to their working environment.

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Bourdieu's notion of field was useful to this study in how it allowed me to situate the academic institution where the course took place within the intellectual field that bound this study. An awareness of the research participants situated within a particular field, with the activities therein contained by and for particular resources, allowed me to interpret the data contextually.

Notwithstanding the negative features of the training experience that have been identified thus far, there were enough positives for it to work as a transformative experience for the participants. I will discuss these aspects in the next chapter where the research participants' reflections of the course will be analysed from the perspective of their personal growth and gain in confidence.

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CHAPTER FOUR

Participants' reflections

1. After the course: The research participants leave the classroom and return to work

This chapter examines the research participants' reflections on and experiences gained from the course, stressing the importance of interaction between the research participants' inner realities and the external conditions they experienced. I consider whether the classroom activities were instrumental in meeting the course objectives and how these activities impacted on learners' experiences and consequences of attending the course. In particular, I am concerned to understand how the research participants' experiences translated into desires and goals that shaped their current and future behaviours and actions. Hart (1992, 156) saw the research participants' world as "full of possibilities as well as limitations which are themselves changing as they are recognized, shaped, or created in the process of learning". I wanted to find out how the research participants reflected on their newfound competencies and the subsequent changes to their 'worlds' in terms of the cultural and social capital that they held. In particular, I enquired as to how their view of self changed as a result of these reflections.

Bourdieu's (1977, 1991) notions of habitus, field and structure were thus useful in examining how each participant reacted to the new 'world' they were in, in relation to the different levels of economic, social and cultural capitals they owned. As regards academic learning, they had their own sets of expectations that were shaped and influenced by the social constraints and by the communities in which they lived and worked (Callaghan, 2005, 5). The research participants experienced positive and negative shifts in their sense of self-worth which appeared to be related to shifts in the distribution of cultural capital, associated with this particular field.

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Cultural capital was defined in chapter two as an informational capital that was a critical resource for individuals. Through the teaching of skills knowledge, various activities and the content of the training course, the research participants heard new words and ideas relating to their field of work. The cultural capital that they acquired exposed them to new information, understandings and language, which in turn contributed to the development of new confidences and identities in these research participants. The processes of negotiating this new identity and cultural capital were enabled by changes in habitus and continued activities in the academic field. In the case of those research participants who had been brought up in a working class culture, their subsequent socialization did not encourage academic study. For example, Mohammed remarked that his mother was always commenting about his inability to stick to one field of interest and it: "Just got me down because people were all negative around me." Cathy also commented that her social and educational history had had an impact on her: "Because when you're at school, then you have like your negative teachers that's always picking on you, which is not good for your self-esteem." Both Mohammed and Cathy's comments revealed how their self-orientation and expectations of their educational abilities were related to social class expectations of their families and former teachers. As Bourdieu and Passeron (1992, 160) commented, within a particular system or field, there is always a relationship between a person and "her whole social class of origin". This relationship controls and informs how that person behaves and succeeds in that field and how her academic past influences and characterises her current behaviour, attitudes and dispositions. The empowering properties of habitus and field lay in their dynamic nature and their ability to continually and automatically adjust as the person's sense of reality changed with new experiences and sets of possibilities.

I was unable to observe Mohammed in class as he was absent on both observation dates. I asked him what I would have seen had I done so. I was particularly interested in how he would have participated in the class and involved himself in the discussions and interactions with his fellow classmates. His response was a good example of how his sense of reality changed as he adjusted to the new context this presented: "I would say back then I would probably have been sitting at the back trying to get away from the teacher. But then afterwards, I said now I'm going to move to the front, I got more and more interested."

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Bourdieu *et al* (1994) argued that simply changing a person's linguistic abilities was not enough to change the realities of their world. There needed to be reflection on and cognisance of the changes that had taken place. Mohammed is a good example of a participant who, through reflection, was able to recognise how he had changed his attitude and perception of himself and had acknowledged a new level of reality, from which he would henceforth operate:

> It showed me there's another method. (...) That's when my eyes opened at this course because there was a completely different approach. Completely different teaching there and I adapt to it, you know, because I was involved. And personally, yes, I've learnt something there. It can be done. You can go for it, you just got to find the correct approach. Somebody can use the correct approach - then you can do it.

Being exposed to the classroom style of this course, which involved learner-involvement and experiential learning despite the limitation I have already outlined, gave Mohammed a new position of confidence that came with the possibility that he would experience a divided habitus which would effectively leave him striding two different worlds with a "double perception of self" (Bourdieu *et al*, 1999, 511). For Mohammed this could be translated into his sense of self as someone who had failed school and achieved no further academic success, and his new perception of 'developed self', someone who had now mastered tertiary study and was able to see a future of academic study and success. This was achieved through his being able to participate in class and feel that he made a meaningful contribution, which translated to his feeling confident about his abilities and skills as a sales person: "I was participating in the class. I would say, yes. I was on the same level as everybody else. I was understanding everything the teacher was asking, what the subject was about."

Debbie was also able to reflect on her previous education and realise its significance in her later life. She expressed hindsight in the fact that she wished she had finished school: "It's a

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lot harder now. It's a lot more difficult with having responsibilities. Whereas when I think back to when I was at school, it was much easier to learn." She was straddling two worlds which contained different perceptions of self: a negative view expressed by: "My brains gone stale or something", and an optimistic view: "It hasn't put me off, it's awaked a different kind of confidence."

My discussion of the data has shown that marked development of self was an unintended consequence of the training. None of the W&RSETA course notes and objectives mentioned personal growth of the learner as an intended consequence of the learning intervention, although reference was made to development and confidence within the scope of the curriculum. The wording and terminology used are all content-based, practical and measurable, for example:

- The demonstrated ability to make decisions and consider options
- Implementing organization goals and targets
- Acknowledging customer needs and requests by making alternative recommendations

(W&RSETA, 2003b 2-4)[37]

Each participant in fact reported experiencing changes in self-confidence and self-esteem as a result of attending the course. This seemed to stem, in particular, from the classroom activities which encouraged the learners to voice their personal experiences and knowledge, as well as the additional 'industry' information from the lecturer which provided practical examples for the learners. The two most rewarding results of change in self-confidence, came from Mohammed and Debbie whose educational dispositions had been limited by their

[37] The W & R SETA Selling Good and Services Course Outline is attached as Appendix A.

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not completing their schooling and their low self-confidence at the start of the course. The strides they had made and the symbolic power (status) they claimed at the end of the course were in stark contrast to their starting positions. As Mohammed claimed:

> I found before that course I did my thing at home and I kept it at home. It's mine. It's at home. I'm not going to go out to a class and make a fool of myself as I did at school and technikon.
> (...)
> Now that I've actually passed this course, um it's actually, you know what I'm saying. I can do it. So why not try something else. So yes. Yeah it has changed my opinion and my attitude of myself.
> (...)
> I'd say it was the first time that I felt confident to participate in the class.

Debbie also appreciated the extra knowledge she gained and showed a newfound power and confidence that she described as being a personal change within herself: "It's awaked a different kind of confidence having all this extra knowledge. So personally, yeah it's made me feel more positive about myself." Although Cathy started out with a more positive orientation towards education than Debbie and Mohammed, she had not been exposed to a learning environment for over ten years and found the return to the classroom daunting at first, unsure how she would respond to the lecturer and how being taught again would make her feel. The benefits to her self-esteem and confidence outweighed her initial apprehensions: "It's given me that extra boost just to believe in yourself. So being back into the classroom yes, it gave that extra bit of self motivation and good for the self-esteem I must say."

David was the most confident participant in terms of self-esteem and self-efficacy at the start of the course and his anticipation of the course had been eager and positive. He looked forward to obtaining new knowledge and his personal aspirations were clear. He brought a positive commitment to educational processes with him into the course. He was open to new ideas and he commented that he found the content and discussions from the course had consolidated his selling skills and had made him more aware of himself as a sales person as well as a learner, adding to, but not changing, his self-development:

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> I've always wanted to learn. It's made me more enthusiastic about doing the correspondence course I was presently doing before I went into that course. When it's by myself and in such a relaxed setting, you know just at home, I find I can take it more in. I can ask more questions you know, at least to myself.

As the participants talked about how they experienced the course: how they liked or disliked the lecturing style, course material and classroom activities, and how they felt about themselves compared to others in the class, evidence of their backgrounds, educational histories, class culture and their personal dispositions came through. In this regard, an underlying theme emerged of how each person had developed in terms of their sense of self, summarised as follows:

1. David and Debbie had a strong sense of self-efficacy at the start of the course.
2. David and Debbie revealed similar opinions about the way they experienced the training delivery, from the outlook of adult learners.
3. David and Debbie felt the course did not meet their expectations and were constructively critical of its content and mode of delivery.
4. David and Debbie had experienced unintended consequences that resulted from attending the course, and these were located outside the curriculum or course objectives.
5. Mohammed and Cathy both found that the context and environment of the course had conformed to their expectations.
6. Mohammed and Cathy both described experiencing personal growth from attending the course.
7. Mohammed and Cathy were grateful for the opportunity to attend the course and did not appraise it critically.
8. Mohammed and Cathy felt they experienced both the intended, as well as unintended consequences of the course.
9. David and Cathy achieved the highest academic results in the course.
10. Mohammed's and Debbie's academic results were lower than those of their classmates.

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When these findings and observations were mentioned to the research participants, they each drew different conclusions. David reflected on the differences in the group's experiences of the type of training they had received and thought its appeal, or lack thereof, was the result of age differences:

> It's something about the whole youth thing. Maybe it's me and Debbie wanting to get away from the way school was. Because we're so young, we didn't want to be brought back into that type of environment. Whereas Mohammed and Cathy, because they're older, to be brought back to that, maybe they just didn't have a problem. Maybe me and Debbie just wanted to get away from that way.

Debbie said the differences in academic results (points 9 and 10) were attributed to the research participants' personality types: "I don't think its co-incidental. I would say it's a personality thing. Mohammed and I are very similar in that we can't sit still and David and Cathy are very serious." She also attributed the different expectations and evaluations of the course (points 3 and 5) to the background, age and culture of each learner: "I would say that Cathy and Mohammed come from the same background, and David and I come from a similar background. We have a younger way of thinking."

Cathy explained the differences points 1 to 10 revealed more specifically, considering each research participants' upbringing, culture and personality: She associated culture and religion as being integrated and important, particularly with regard to point number 5: "Mohammed and I, basically, I can't say if we had the same upbringing or whatever, because he only turned Moslem when he got married. So he was also a Christian all his life. So we basically probably had the same upbringing and our personalities at work also is more or less the same."

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Mohammed based his reflections on the differences in the group along cultural, class and racial lines:

> If you look at our background, Cathy and me we are basically from the same area. It's not a racist thing, it's just that Debbie is also coloured but um, she's got a white husband so she'll be able to understand David more better than what me and Cathy would. You understand? So. Me and Cathy understand each other much better than David would understand or Debbie would. So that could probably be the connection.

Mohammed may have seen himself as having a different set of orientations to the others in the group, simply because of the limited forms of cultural capital he possessed in that setting. He may have felt his academic or cultural capital to be lower than his counterparts, when viewed from the values imposed by the dominant culture of the academic institution. However, what he actually experienced on the course contradicted this belief of himself. He became an active participant in the class discussions and succeeded in meeting all the outcomes of the course. This experience and success had an impact on how he thought and felt about his abilities and himself. He showed that he was acutely aware of his limitations, had taken ownership of his disadvantaged past and was actively changing and developing his educational habitus and forms of capital. He provided a good example of Hull's (1992, 4) suggestion that "we need to find ways to honour adult students' aspirations and their own definitions of success." Mohammed clearly showed what someone can achieve, when given a second chance at learning that enabled him to re-define his aspirational horizons.

One of the points I want to argue is that accompanying the changes, developments and realisations of self that the research participants' experienced, there needs to be acknowledgement and accommodation of these developments by the other players in the field. In this instance, this would refer to the relevant parties at Sunshine Lighting, the W&RSETA, DoL and the greater intellectual field Debbie explained how she felt when her perceptions of success were not recognised and rewarded: "We haven't received anything in writing to state we've done this. There was no real gratification - there was nothing like that."

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Cathy also mentioned the importance of extrinsic rewards for her sense of self-satisfaction and self-esteem: "Yes. It is important I would like to see what the certificate shows, that the effort you put in wasn't just for nothing. It means something when you see that you achieved like an A or B or whatever."

Although the participants in this study commented that they did not experience any acknowledgement by their company or other stakeholders of their accomplishments on the course, this does not mean that these parties are not aware of the need to do this. The data obtained from this section have shown that despite the omission of personal growth as a stated objective of the course, at least one of the objectives of the NSDS, the fostering of adult learning, has been achieved through the graduation of new and enlightened adult learners and citizens:

> Skills development is about building a person's capacity to engage in decisions as well as having the ability to execute the roles and functions that flow from these decisions. It's about creating opportunities for new entrants to the world of work and helping these entrants acquire skills that will not only uplift them as individuals, but lead to the empowering of the South African economy. (DoL, 2001b, 5)

The answers to the questions: "Are these unintended consequences skills?" and "Can the unintended consequences of personal growth, self-confidence and self-esteem be considered critical outcomes in terms of the new dispensation for education in South Africa?", based on the findings of this study, must be "Yes". Mention has been made of the need to produce lifelong learners in order to produce a critically competent society. I suggest that completion of this adult learning course produced four people who now feel able to continue pursuing academic studies and who may not have emerged with this sense of self without this learning intervention.

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2. Concluding comments

Given the training that the research participants underwent, I questioned whether they experienced the intended consequences of the course. The data analysis showed that although they felt the content of the course was re-affirming and did augment their existing knowledge and skills, something else happened: The mixed success in respect of actual selling skills developed in terms of the course curriculum was overshadowed by substantial success achieved in other respects.

In my analysis, the concepts of habitus and field provided the means for explaining the research participants' orientations to a particular activity, through an understanding of the different structures that interacted with their agency. The research participants that I studied showed evidence of having challenged their embodied histories, and they revealed changes in their behaviour and sense of self. In addition, through exposure to the language, activities and environment in the classroom, they at least partially accessed new or changed forms of cultural, social and linguistic capital. Their orientation to instructional programmes had changed, and their sense of self in relation to such educational activity had shifted. From the position of this new orientation, they developed in a way that allowed them to look forward towards a different set of possibilities for the future. In this way, their social class and cultural capitals were shown to be part of a change process, in which they acquired new resources which augmented their self-confidence and self-development.

The positions occupied by the participants, in terms of their working career, relationships, class and culture, were significant in shaping their consciousness and, in turn, their actions. The structural adaptation experienced by Mohammed and Debbie had been influenced by the dominant cultural resources to which they had been exposed - in this case, academic capital. Therefore, I was able to understand how the research participants' habitus, created by the interaction between their personal agency and their social place, were a factor in their expectations and motivations.

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As the course developed and the research participants became attuned to the language and culture in the classroom, their personal goals and values became clearer, as manifested in changes to their self-confidence, self-concept and self-esteem. The research participants also learned that previous frames of reference, in particular their learning backgrounds, were no longer determining influences. They experienced themselves as having changed – as having become different people in this regard, of having developed aspects of themselves in a new way that left them with an altered sense of identity. This was realised primarily through them taking ownership of their involvement and success in the learning intervention.

The course caused the participants to struggle as they grappled with the complexities of academic language and information and a new educational environment - what Bourdieu would call cultural capital and educational habitus. Although the struggles were painful at times, they generated an enabling discourse and attitude of "can do", as the research participants realised that they had the power to change their environments. With this, came the emergence of a new sense of achievement and self-confidence as they overcame their fears of failure and/or lack of confidence, instilled by previous educational encounters, and they fought for something positive in their lives – institutionalised academic success. They recognised that advancement would be achieved through learning and skills development. Although they were still contained by the limitations of their personal and social lives, they took ownership of their experiences and extracted clear positions of growth, change and choice from their reflections. Surprise at the outcomes of the course was discernible in the research participants' responses. They had completed the course, but it had not been what they expected. They had experienced various consequences as a result of the training, including additional unexpected consequences they had not anticipated. However, despite the perceived benefits the research participants gained from the course, their life worlds remained intact. With this came the limitations and boundaries that existed within these worlds and the imposed cultural norms and values. Although each participant commented on changes they wanted and intended to make in their lives, particularly as regards further study, it is impossible to predict the outcome of these intentions or the successes that they will achieve in the future.

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The participants left the course with a changed confidence and attitude of their abilities to succeed in a learning environment and a new self-esteem. Although some of the research participants did not feel that they had gained additional, new sales skills or knowledge, they felt they had consolidated their existing sales skills and knowledge. This study has confirmed my contention, that this form of adult learning (sponsored accredited training) provides benefits which have not been included in the course agenda. It is important that these motivating and personal growth factors are taken into account by the planners of adult learning courses, because these are consequences being experienced by learners, at least in the scope of this study.

The importance of the above mentioned points is not so much that all four research participants experienced personal growth, but that they had all started from different positions, in terms of their habitus, particularly their educational histories, and that they all had different attitudes towards learning. This is partly what Bourdieu (1977) meant when he developed the resources to show how educational outcomes are severely constrained by the social context in which they occur. Yet, despite these differences they all, through exposure to the various classroom activities and content material previously mentioned, achieved success and personal growth. These unintended benefits should be exploited in an effort to redress past educational inequalities. By doing so, different adult learners' habituses may be accommodated in a single educational environment.

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CHAPTER FIVE

Closing comments

1. Conclusion and recommendations

What, then, can be concluded about the relationship between adult learning and personal growth and self-development for the research participants? Firstly, the research participants' reflections on their experiences and learning in the course provided an example of what Bourdieu (1977, 1991) saw as the central concern of adult learning, how individual habitus affected practise.

Secondly, the data reported here suggested that each participant achieved a personal goal, from simply achieving completion and passing of the course (Mohammed), to coming first and fulfilling his perfectionist needs (David). These successes resulted in the growth of self-confidence, self-esteem and self-efficacy that had previously been lacking in some research participants, enabling them to create new plans for their futures.

Finally, the results showed that the research participants felt able and ready to engage in further studies, indicating that, even a short-term adult education intervention may have long-term benefits, through the arrival of new learners into lifelong learning corridors. Or, to quote Bourdieu and Wacquant (1992), a new field of opportunity had opened up for the learner, where new capital was operating and existing practices and structures were being enhanced or changed. Although there was insufficient evidence to make pronouncements about learning and self-enhancement for all adult learners, it was of great interest to note that personal growth was perceived to have taken place by each of the research participants, regardless of their starting points.

The course successfully introduced the research participants to the world of adult learning, giving each of them a new self-image – that of a learning, growing, thinking and achieving adult. Their new-found ability to express themselves in an academic environment had provided them with a new sense of self in both their work and social/cultural communities. If

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nothing else, the research participants had been exposed to and mastered the adult-learning-related language, and thereby overcome the limitations imposed by their previous educational histories. They had achieved "continuity" in what Hart (1992, 156) called an educative experience where the "ongoing movement between the 'before and after' of limitations which become possibilities, which, once realized, become the ground on which new possibilities and limitations grow", or as Hart wrote, quoting Dewey: "where the past absorbed into the present carries on; it presses forward."

1.1 Comments and implications for policy makers (W&RSETA)

The study provides in-depth examples of what four learners on one of their courses experienced. Although the research did not focus on the curriculum content or teaching style, the learning environment and changes that took place within the classroom were mentioned. That a large part of the knowledge acquired was not the actual intended consequence of the course, but something else, considered equally as important by the research participants is, in fact, something that the Department of Labour referred to in their vision statement, "to offer opportunities to individuals for self-advancement" (DoL, 2001b, 6). There does, however, appear to be some inconsistency between the interpretation and implementation of the legislated strategies and policies, and the experiences of the research participants in this study. It appears that although the DoL objectives have 'all the right words' to effect changes in education and citizens, some of the intellectual fields (academic institutions) have not adapted sufficiently to correctly action and implement these objectives. Many of the physical buildings and teaching styles of these institutions have not changed or been updated in accordance with the 'new' requirements of the NSDS or in line with emerging knowledge of adult learning needs. The data generated by this paper supports the need for the right type of learning field, a priority that had already been documented by adult educational theorists, as seen in the following quotes: "An education of the future is closely bound to the transformations taking place in social, economic and political fields" and "Implementing lifelong education would, in most cases, require a transformation of existing systems in order to make them more consistent with the principles of lifelong education" (Cropley, 1980, 191-192).

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The W&RSETA appeared to have correctly strategised and documented the needs and objectives for this adult learning course, which were sufficiently covered in the course manuals and facilitators guide. Although one of the research participants, Debbie, found fault with the layout and language used in the course material, this comment was not reiterated by any of the other research participants. My own analysis of the course materials found them to be well presented, coherently structured, and user-friendly. The language and terminology used were appropriate for outcomes-based learning and in line with adult learning principles. In both my own and the research participants opinions, where the W&RSETA fell short, was in the selection and appointment of accredited institutions to implement the training and the choice of facilitators that were available to the research participants. It needs to be acknowledged that the introduction of the NQF and its accreditation requirements has reduced the pool of potential institutions for selection for this type of training. Also, the limitations of this study do not allow me to make these same generalisations to other facilitators or institutions. However, I have some understanding of the facilitators and colleges that are listed as accredited institutions by the W&RSETA, and feel that they all fit into a similar profile as the one I observed in this study.

What I would argue for, is the need for the W&RSETA, and by default the DoL and Government, to take cognisance of these research participants' experiences, and the concerns they have identified, and amend the criteria for accredited selection through the NQF to allow additional institutions, that are more suitable for adult learning, to be allocated to this type of training. It was ironical that David, who was one of the most enthusiastic research participants about the benefits of attending the course, was actually disappointed about the outcomes. His motivation for attending the course was to gain knowledge and additional skills for his current job in order to raise his working potential, but this goal was unattainable to him due to the lack of alignment of the curriculum to his actual working requirements and context. This showed the effects that generalised courses can have on individual experiences, and that planners need to ensure that courses are tailored specifically to the various working contexts of the learners, and that learners are targeted correctly. Unless these courses offer real opportunities for new skills to be learnt as well as real opportunities to make progress at work and in other social fields as a result of this upskilling, the gains experienced by the learners will be limited and short-term.

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The question of extrinsic skills-acquisition through the course content remains, but the course has succeeded in building confidence and self-efficacy in the research participants - accepted critical skills for the new knowledge society in which we live. Offering free adult education courses is of great value to potential learners, particularly as regards second chance learning. I would suggest that this type of training course, apart from its stated curriculum objectives, provided a type of therapeutic environment for the research participants, in their quest for self-actualisation (Maslow, 1970), enabling the research participants by way of an unanticipated sense of worth as a person. It was an excellent way of drawing previously disadvantaged childhood learners into the world of adult and lifelong learning, and in this regard the W&RSETA course succeeded, both from my own and the research participants' points of view. Most important to me were the motivations of those research participants who wanted to see if they could do it, and they did. They rose to the challenge and achieved academic success, which paid off in dividends of lifelong learning shares.

1.2 Comments and implications for the workplace

A workplace that decides to send its employees on a training course, either through mandatory or optional participation, should take heed of the comments from the participants on this course who highlighted the need for recognition and extrinsic reward for their attendance and achievements on the course. This type of recognition is within the realms of possibility for workplaces, and would be prudent to adopt in the interests of employee morale. In addition, it would be pertinent to ensure that prior to the course commencement some form of succession planning is discussed and implemented with the employee. When the employee returns to the workforce after successfully completing a skills development course, this research has shown the importance of workplace validation of that training and the offering of real opportunities for implementing those learnt skills and knowledge. If job advancement is not possible, there needs to be some kind of peer mentoring programme or platform for that employee to share her knowledge and feel that her skills are being valued and acknowledged by the workplace. If the workplace is able to collaborate with the training providers to provide a more holistic experience of this type of skills training, the benefits experienced by the employees will be consolidated and have far- reaching effects.

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1.3 Further research opportunities

My parting question is: "What levels of expectation have been raised through the new adult learning literacy levels achieved by the research participants of this study, and is the workplace ready and able to meet those expectations and enable the adult learner to advance to a higher work level than before?"

2. Closing comment

The research participants' perceptions of their experiences on this course provided us with results from research participants on a course. Asked to sum up in one sentence how they felt about the course and their experiences, the research participants responded as follows:

Debbie: "I'm glad I went. It's awaked a different kind of confidence".

David: "I feel it was time well spent. It's encouraged me for future learning".

Mohammed: "I would go and do another course. I would go for it. I'm telling you now I would pass it".

Cathy: "It's given me that extra motivation to go and study to just educate yourself. It actually has like put that spark inside me to go and study".

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APPENDIX A

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Selling Goods and Services
RW/C/PROD/4
16 credits @ NQF Level 4

Course Outline

Course Outline

Introduction

The WRSETA is sponsoring a course in Selling goods and services.
The objective of the course is to provide skills of achieving professional excellence in selling goods and services.

Course structure

The course is made up of four modules. In addition to class work, learners are expected to apply the learning in the workplace to develop their competence. Each learner must build a portfolio of evidence for assessment purposes. This includes structured work based assignments and writing a knowledge test on the final day of the second module.

Who will benefit?

The managers/staff operating the wholesale/retail outlets and wish to acquire skills on different professional techniques of selling goods or services.

Purpose and relationship to qualification

This unit is a core standard towards the qualification National Certificate in Retail/Wholesale Sales and Services at NQF 4. It is optional to provide flexibility to those retail/wholesale outlets requiring transformative sales practice.

Specific Outcomes

The demonstrated ability to make decisions and consider options when:

- Implementing goals and targets towards achieving professional excellence in sales of goods and services
- Identifying and responding to a range of customer needs and requests for goods and services offered by retail/wholesale outlets
- Stimulating customer interest by demonstrating applications and features for a range of goods and services offered by retail/wholesale outlets
- Extending customer service delivery by informing customers of supplementary applications and complementary features adding value to goods and services offered by retail/wholesale outlets

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- Acknowledging customer needs and requests by recommending alternative goods and services offered in retail/wholesale outlets
- Maintaining customer service by responding objectively to customer complaints or queries relating to goods and services offered by retail/wholesale outlets.

Course Descriptions

MODULE 1

Organisation goals and targets

Content overview

Module one discusses the following:

- Identification of organization goals and targets
- Where it began
- The customer's perspective
- Goal and target setting
- Products/services and augmented products and services
- Relationship between selling and customer service
- What is professional excellence?

Specific outcome

Implementing organization goals and targets

MODULE 2

Identifying and satisfying needs

Content overview

This module discusses the following:

- What pleases or satisfies a customer?
- Can you see how core and augmented product knowledge is important?
- How can you identify and uncover unstated needs?
- Be very careful, though, not to let your questions seem like an interrogation.
- Types of questions

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- The leading question
- The reflective question
- Answering a question with a question
- Meeting customer needs
- Closing the sale

Specific outcome

Extending service delivery by informing customers of supplementary applications and features that add value to goods and services offered.

MODULE 3

Selling on and up

Content overview

This module covers the following topics:

- Selling on selling up and selling through
- Product knowledge is very key

Specific outcome

Extending service delivery by informing customers of supplementary applications and features that add value to goods and services offered.

MODULE 4

Offering alternatives

Content overview

The module discusses techniques to offer different alternatives.

Specific outcome

Acknowledging customer needs and requests by making alternative recommendations

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MODULE 5

Handling complaints queries and concerns

Content Overview

Module 5 discusses effective techniques to handle queries and concerns

Specific outcome

Maintaining customer service by responding objectively to customer complaints or queries

Assessment

The formative assessment will occur on an ongoing basis and feedback will be given to learners. The summative assessment will take place after the learner has submitted the Portfolio of Evidence. When the learner has been found competent they will then receive the record of achievement.

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APPENDIX B

W&RSETA PROJECTS OFFICE – Current and Implemented Projects

Project	Objectives	Status
Capacity Building Programme for Union Officials and Shop Stewards	Training of 3485 Union Officials and Shop Stewards	974 learners have been trained
Adult Basic Education & Training	To provide ABET to 8 000 employees.	The total number of learners who have participated in Abet stands at 8000. The breakdown of this figure is as follows: • 2400 have completed and written examinations. • 2900 currently attending will complete in Nov 2005 • 2700 have been recruited, selected, registered and assessed, and will commence classes shortly.
Investors In People	Securing commitment from 24 companies in the sector	35 organisations have committed, and commitment certificates signed.
Skills Programme for Learners living with disabilities	Training of 70 learners with disabilities	The project has been successfully completed, with 69 learners having completed training, and graduations have taken place.
Project Management System	Developing and implementing an IT system to be used in the management of projects	The development, and installation of the system has been completed. The system is currently being adapted to meet the growing needs of the SETA.
Quality Management System	Implementing the QMS for the W&RSETA.	The Quality Management System has been developed and is being implemented in the SETA.
Independent Skills Development Facilitators	Receiving 10000 WSPs and 6 000 WSPIGs from SDFs.	The following have been received. • 2003/04 – 8421 WSPs and 4385 WSPIGs • 2004/05 – 8750 WSPs and 5066 WSPIGs

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Project	Objectives	Status
Assessment of the Outsourced Model	Assess the impact of the outsourced Finance and IT functions of the W&RSETA, in order to determine future model.	The project has been completed, and the W&RSETA is in the process of making a final decision on the future model to be adopted for its Finance and IT functions.
SMME National Roll-out	2500 SMME companies trained by March 2004.	6069 learners from 2566 companies trained to date
Learnerships	• 2000 employed -- (18.1) • 4000 unemployed (18.2) • 6000 learners in total	• 1427 employed learners (18.1) • 5057 unemployed learners (18.2) • 6484 learners in total
JIP	Development of a Qualification Framework, and the registration of 20 qualifications.	• Development of the Qualifications Framework has been completed. • 4 Qualifications have been registered.

Source: DoL, 2004, 22-3

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APPENDIX C
FIELDNOTES, MAY, 2005

W&RSETA COURSE : SELLING GOODS AND SERVICES

RESEARCHER OBSERVATION NOTES

AN FET COLLEGE CAMPUS
THURSDAY: 5 MAY 2005
5.30 – 8.30 PM

W&RSETA sponsored training course.
Entrance to building is clear and easy to access.
Reception staff vague and disinterested in my query for assistance, directed me to the wrong classroom.
Very Afrikaans flavour in learners and building atmosphere.
Very old fashioned and seems to be quite "slow" and staid.
Will be interesting to see what lecture style is?

David present. The 3 others not present today. Company is based in suburb of Cape Town.
Group of 5 learners present today in the class.

Interesting that the course is conducted in English. Are most of the class English? Based in this area?

Learners seem attentive and "mature". Two white males, one colour female, two white females. Nice interaction with lecturer. She uses "you people" to refer to students.
One coloured male arrives late.
Relaxed atmosphere, quite an easy going rapport.

You can see a relationship has developed with the lecturer and learners are in the mode of learning.

Recap of last lesson content today.

Five body language positions very upright and interested. Arms on table but straight back and books open pens poised. Seems learning tools are good. Useable with good access. Moments shared between students.

One female seems very intelligent and query a very good interview candidate. Her male colleague has bad body language (slouching, ½ a smile on face, arms straight, not poised, sitting on side of lecturer "anti" the general class flow). Is this also an "anti – attitude" and behaviour pattern? Did participate in the Q and A dialogue? Bored. Female was very vocal, mumbling answers along with lecturer as she spoke and seem very attentive to content.

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Worked ahead by paging through the book ahead of where the class was. Fidgeting a bit and bouncing pen on table, legs stretched out and crossed over, turning pen over and over, lots of "doodling" mannerisms. Focused clear strong gaze to lecturer (challenging?) stayed on the page that lecturer working on when attention focused on her.

David
Started at side of classroom two rows between him and class. He moved closer to the class at the start of the work. Why did he sit there? Is he quiet? Distant? Wanted to be with "his" people/colleagues, but they didn't arrive? Wrote down a lot all the "answers" given were written down earnestly. Seems a bit unsure of self, almost hesitant to make eye contact with lecturer or get asked the question. Does he lack confidence in general or at the office? Rubbing eyes. Tired?

QUESTION
Is course adding value to his life or an irritant? How does location impact on experience he's having? Does the "cold" classroom atmosphere make him feel like an adult learner?

Classroom has flat table and a plastic armless chair. Melamine floors and brick walls. Very high ceiling with no windows or fresh air, big white board used as teaching aid, with good big clear writing also on overhead and screen available.
Atmosphere feels quite empty and cold.
Learners sat in front of class at their level made best of the premises situation.
I feel that adult learners should be in a more "homely" environment. Would be interesting to understand what the majority of students are at this campus are i.e. all adult learners?

QUESTION: Why this choice of location from SETA compared to a smaller more intimate environment?

Florescent lights give a hollow feeling, buzzing sound continuously.
Felt I was in an institution from moment I arrived here – huge long corridors and door after door of identical room. No colour or energy to be felt.

They may have access to cater for number needed by SETA but is environment really conducive to adult learners and meeting their needs in terms of status and expectations of the course?

QUESTION.
Is this what they understand "adult learning" to be? Is this what it is supposed to feel like? Is this what they expected? How does it feel?

Compared to UCT the environment here is so different, at UCT you feel like you are in a learning environment that is conducive to enabling learning. Here I felt on arrival I was disempowered by nature of the building and location of classrooms etc.

QUESTION.
Is this environment prejudicing learners against lifelong learning? Would a more "adult/conducive/private" environment add value to the learning taking place?

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I had a jacket on and was shivering during the lecture it was so cold. So much research has been done on environment being important for active learning and to enable learning to take place – is this not even more important in terms of adult learners?

TEA TIME

Had a nice informal chat with David at tea time. He has already offered information to me casually i.e.:-

> Can I say that I feel like I'm at school? What if the lecturer spends a lot of time going over something very basic and then just breezes over a more complicated/difficult bit?

He shows a clear "experience" coming through already and opinions/perceptions of this experience.

He is a quietly spoken and very courteous man who was open to my conversation and questions. He seems to be a bit withdrawn to the process of this course. A bit defensive and passive to the environment and context/area. Saw him light up in terms of energy in the class later when he was on "defence" to a question asked.

QUESTIONS

- Does this constant Q and A make him feel? On the spot? Defensive? Involved? Interested?
- Is this a good learning style or technique for adult learners
- What would be the ideal learning style?
- Does he feel able to fully express his opinions in class
- Does he want to?
- All the debate – does it include him? Does he feel part of the process? Does it add value to his learning or impede it?
- Would a pure lecture style work better?
- How participative does he feel this course is?
- Does he fell an equal member of the class
- Does he want to participate?
- Does he feel spotlighted or valued?
- Do the stories add value? Are they good to have or do they waste time i.e. do they contribute
- Has there been any team building in the course i.e. class bonding? Sharing? Is this important or not?
- What are the most important criteria in adult learning in terms of meeting your needs? I.e. sharing/environment/time keeping etc

Met admin lady. Very pleasant, attentive and warm and hospitable.
Sandwiches and coffee served at break – very nice touch
Nicely fresh and well presented – good feature

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Voice heard?
Female very vocal – males all silent.
Lecturer and Learning didn't draw out the men – why?
How did this feel as a man in the class?
David only one who used his voice. They were all talking about own personal experiences

QUESTION
Do you know who/what all in the class do? Was the class given chance to get to know each other?

SELLING GOODS AND SERVICES
SECOND SESSION OF OBSERVATION

AN FET COLLEGE CAMPUS
MONDAY: 9 MAY 2005
5.30 – 8.30 PM

Once again three of the Sunshine Lighting staff hasn't pitched. Why?
What makes this course so easy to miss?
Is there a DP?
Is there any repercussion for not attending course?
What happens to the employee who doesn't attend? Is there accountability to course, employer, SETA? Self?
What about the knowledge missed?
Three official drop-out learners in the course. Is this a specific W&RSETA problem because of the retail aspect of their work? What is the general attendance like of the all the courses?

Today they are spending time doing the course evaluation. What's the purpose of this? For whose benefit? Why so much time to do this? Is it educational or knowledge building? Does it not make these adult learners feel like they are being tested? Is there not a better method of course evaluation i.e. discussion or debate with lecturer taking notes?

Classroom very dusty tonight, made me feel "unclean" sitting here. Wonder about this choice of venue.

Some of the class didn't seem too clear on the instructions of what to do now. They needed additional explanation. Felt lesson was quite disjointed.

Who ties up the pre and post course assessments? Who cares? Is information fed back to the student?

Quite a lot of unhappiness with some of the questions and "survey" form. Quite irate learners. Lecturer had to walk around putting out small fires. Lots of discussion between learners about the points.

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Learners "fearful" that they were being tested and judged by the questionnaire. Have to wonder as to its value at this time in the course?

Seems like the forms are not self evident and caused more "loss of confidence" in the students than ? the value gained in the information gathered.

Body language of class was very closed and unresponsive, even hostile. Frowns on faces, tightly drawn lips, hands holding heads, eyebrows constantly raised, tight fists, drumming feel on ground, slouched shoulders and lots of shuffling of the papers. Quite a low energy coming form this exercise.

Learners disgruntled over a section of the assessment that was "workplace copy" for their line manager to complete, saying timing "is ridiculous, this should have been with my manager from day one. You can't expect someone to complete this in 3 days, it's ridiculous".

Evaluation forms took ages to complete. Learners started to get restless, chatting amongst themselves, sense of irritation at having to do this.

QUESTION:

- Time and productivity question
- Adult learning relevance
- Is the fact that three out of the four Sunshine Lighting people/learners were absent again a sign about the course, their work environment or themselves? Is this a pattern in their operations at work?
- Why were they chosen for this course?
- Whose agenda is this lecturer serving?

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APPENDIX D
INTERVIEW SCHEDULES : 1ST and 2ND INTERVIEWS

QUESTIONS for 1ST INTERVIEWS

Date of interviews: Friday 29 July 2005 Time: 1pm – 3.30pm

Location: Sunshine Lighting Offices, Suburb of Cape Town

Learners: David; Debbie, Cathy and Mohammed

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1. Describe the course you attended in your own words: what happened, what it was about?
2. How did you feel about the course?
3. What impressed you the most?
4. What impressed you the least?
5. What was your motivation for attending the course?
6. What do you feel about learning now that you have completed the course? Learning for the future?
7. Has attending the course changed anything for you as a person? At work, at home, with your clients/colleagues?
8. Tell me about your expectations about attending the course? Did you have any? Were they met?
9. Has any relationship changed or developed after attending the course? Work, home, clients, colleagues?
10. So you felt you were in a (adult) learning environment?"
11. How would you conceptualise an adult learning environment? Is this important?
12. What do you think could have been done to make it more conducive to adult learning?
13. What would your ideal adult learning environment be?
14. Has it encouraged you for future learning – this type of course that you've done?
15. Has the knowledge from this course transferred anywhere else? Have you spoken to anyone else about what you learnt? Have you shared this knowledge with anyone?

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QUESTIONS for 2ND INTERVIEWS with SUNSHINE LIGHTING learners

Date of interviews: Friday 16 September 2005 Time: 4pm – 5.30pm

Location: Sunshine Lighting Offices, Suburb of Cape Town

Learners: David, Debbie, Cathy and Mohammed

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1. Please tell me about your learning/education background from primary school until today.
2. Can you tell me a little about your working history? Your working CV?
3. Do a lot of people know that you've done the course? Your family, friends, community? Have you had any feed back from people?
4. And how do you see yourself in relation to the rest of your class? In other words, seeing yourself objectively in terms of the rest of your class - not judging them – but if you were to think of yourself positioned in terms of learning?
5. If I'd observed you in the class, what would I have seen?
6. The concept of personal growth or personal affirmation that you got out of this course, this achievement, this mark, what can you say about that?
7. Would you be able to comment on how you see yourself in relation to the others from Sunshine Lighting who attended this same course?] [talking about the way the four Sunshine Lighting learners experienced the course]
8. Do you think anything about your education background has influenced how you feel about studying and learning?

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APPENDIX E

Merriam and Caffarella: Four orientations to learning

Aspect	*Behaviorist*	*Cognitivist*	*Humanist*	*Social Learning*
Learning theorists	Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner	Koffka, Kohler, Lewin, Piaget, Ausubel, Bruner, Gagne	Maslow, Rogers	Bandura, Rotter
View of the learning process	Change in behavior	Internal mental process (including insight, information processing, memory, perception)	A personal act to fulfill potential	Interaction with and observation of others in a social context
Locus of learning	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Interaction of person, behavior, and environment
Purpose of education	Produce behavioral change in desired direction	Develop capacity and skills to learn better	Become self-actualized, autonomous	Model new roles and behavior
Teacher's role	Arranges environment to elicit desired response	Structures content of learning activity	Facilitates development of whole person	Models and guides new roles and behavior
Manifestation in adult learning	• Behavioral objectives • Competency-based education • Skill development and training	• Cognitive development • Intelligence, learning, and memory as function of age • Learning how to learn	• Andragogy • Self-directed learning	• Socialization • Social roles • Mentoring • Locus of control

(Merriam and Caffarella, 1991, 138)

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APPENDIX F

W&RSETA
SELLING GOODS AND SERVICES
NQF 4
UNIT STANDARD NUMBER: RW/C/PROD/4
FACILITATOR'S MANUAL

Introduction

This guide is intended to provide facilitators of the workshop intervention with brief guidelines on the manner and spirit in which this intervention is designed to be conducted.
It is not intended to be a step-by-step approach to the workshop.
Instead it is designed to allow for the facilitator's personal experience to colour the experience for the learners.
The workshop is designed to be a mixture of presentation, theoretical input, workbook exercises, group discussions, role-plays followed by facilitator/peer feedback and assignments.

Presentation

The facilitator needs to be able to model the behaviours and skills from the workshop workbook.

Theoretical Input

The facilitator must use the workbook content as the bare minimum of theoretical input. He/she must bring practical examples to the workshop to supplement the workbook material. He/she must be able to draw from the trainees their own experiences in Selling Goods and Services and the attendant learning outcomes. Since the objective is for the learners to achieve professional excellence the more experiential the workshop, the more the learners will gather and develop self-confidence in customer interactions.

Workbook Exercises

Facilitators must become complete familiar with the content and spirit of the workbook. Using the workbook as a guide they must gather experiential and anecdotal evidence of good and bad examples of the theory or factors under discussion.
They must use the workbook as the framework for a structured, enjoyable learning experience.

Group Discussions

Group discussion must be encouraged. It is from this learning methodology that learners learn from each other and gain confidence to try out new behaviours in a controlled, safe environment that helps rather than judges them.

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Role-Plays
Standard role-playing techniques are envisaged in which learners get to be customers, sales people and observers in turn. They will prepare their own role-plays from an outline provided by a specific team member or by the facilitator. Peers and, where appropriate, the facilitator will provide objective feedback, with suggestions for improvement.

Assignments
Short group and individual assignments should be set in so far as they are suggested in the workbook.
The main assignments must be explained. The facilitator must ensure that the requirements and criteria are understood.

Room Set Up
As far as possible, the seating arrangements for learners should be in the "U" rather than a classroom format, so that adult learning principles are applied during the workshop.

General Information
The table below sets out the most important requirements.

Learner Support
Learners must be reassured that they will receive help, guidance, feedback and practical opportunities to practice their skills and selling behaviours.

Programme Name	Selling Goods and Services
Purpose of the programme	This unit is a core standard towards the qualification National Certificate in Retail/Wholesale Sales and Services at NQF 4. It is optional to provide flexibility to those retail/wholesale outlets requiring transformative sales practice.
NQF Level	4
Learning assumed to be in place	Verbal English communication to NQF 3 equivalent
Unit standard Title	Selling Goods and Services
Credit value	16

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Specific outcomes of this unit standard	The demonstrated ability to make decisions and consider options when: • Implementing goals and targets towards achieving professional excellence in sales of goods and services • Identifying and responding to a range of customer needs and requests for goods and services offered by retail/wholesale outlets • Stimulating customer interest by demonstrating applications and features for a range of goods and services offered by retail/wholesale outlets • Extending customer service delivery by informing customers of supplementary applications and complementary features adding value to goods and services offered by retail/wholesale outlets • Acknowledging customer needs and requests by recommending alternative goods and services offered in retail/wholesale outlets • Maintaining customer service by responding objectively to customer complaints or queries relating to goods and services offered by retail/wholesale outlets
Critical Cross Field Outcomes	The ability to: • Organise oneself and one's activities when resolving complaints so that internal stress is controlled when handling customer conflict situations • Collect and critically evaluate information when responding to telephonic queries and complaints so that appropriate solutions are offered to dissatisfied customers. • Communicate effectively when negotiating with internal and external resources so that customer requirements are clearly understood and effective actions are initiated to resolve customer dissatisfaction.

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• Work with others as a team when informing co-workers of shortfalls in product and service delivery so that all co-workers are committed towards rectifying customer dissatisfaction. • Use science and technology effectively so that customer information is accurately recorded and regularly updated. • Understand the world as a set of related systems where a clear understanding of customer expectations leads to providing the correct solutions to resolving customer dissatisfaction.	
Activities	• Theoretical input • Lecture • Role-plays • Objective feedback • Group discussions • In-class activities and assignments Programme Content is as follows: Module 1 : Implementing organisation goals and targets Module 2 : Identifying and responding to a range of customer needs and requests. Module 3 : Stimulating customer interest through meeting customer needs and demonstrating applications and features for a range of goods and services and Extending customer service delivery by informing customers of supplementary applications and complimentary features that add value to the goods and services Module 4 : Acknowledging customer needs by recommending alternative goods and services Module 5 : Maintaining customer service by responding objectively to customer complaints, queries and objections to the product or service Assignment .....
Resources	Learners will have access to supervisors, observation and feedback from experienced salespeople. In addition, the learner will be responsible for the following: The learner is responsible for his/her own learning and will be learning and practicing at his/her own pace.

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The learner will ask for assistance, feedback and coaching where and when necessary. Attend contact sessions. Complete a written test. Carry out self-assessments using experienced sales person/ supervisor for feedback and coaching. Learners can expect the following support: • Coaching in the workplace by supervisors and peers; • Facilitator led workshops and practice sessions; • Learner guides; • Assessment guides; • Supervision and support during classroom instruction and practice; • Contact sessions	
Assessment criteria	The ability to produce all of the following types of evidence: Evidence must be authenticated by a requested retail assessor: • Describe organisational policy for promoting goods and services • Explain organisational customer care and service policy • Describe procedures for dealing with customer queries and complaints • Demonstrate negotiating techniques for handling difficult customers • Performance of promoting and selling goods and services to customers • Produce evidence of sales performance against goals/targets set for achieving professional excellence

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